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ABSTRACT

The curriculum is designed to teach elementary level deaf and hard of hearing students telephone skills. The program provides sequential activities to teach both voice and TDD communication methods. Suggested activities are detailed for each skill. The first unit on TDD communication is divided into the following sections: keyboard skills, introducing TDD's, how to set up a TDD, GA (go ahead) and SK (stop key) abbreviations, other abbreviations, basic procedures for TDD conversations, integration of TDD skills, light signals, repair strategies, practice conversations, and evaluation. The next unit covers voice communication in sections on listening arrangements, sound signals, code systems, taped messages, repair strategies, practice conversations, and evaluation. Guidance for using the telephone book is next, with activities concerned with: alphabetizing, contents of a telephone directory, the white pages, the blue pages, the yellow pages, TDD directories, guide words, summary activities, and evaluation. Telephone etiquette is distinguished between "things you do for all telephone conversations" and "things you do for some telephone conversations." The final unit covers operator assistance for finding phone numbers and connecting phone calls. A student workbook is also provided. (DB)

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RING FLASH

TEACHER GUIDE

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TELEPHONE SKILLS FOR DEAF AND HARD OF HEARING STUDENTS

EC 210 784

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RING ⚡ FLASH

TELEPHONE SKILLS FOR DEAF AND HARD OF HEARING STUDENTS

TEACHER GUIDE

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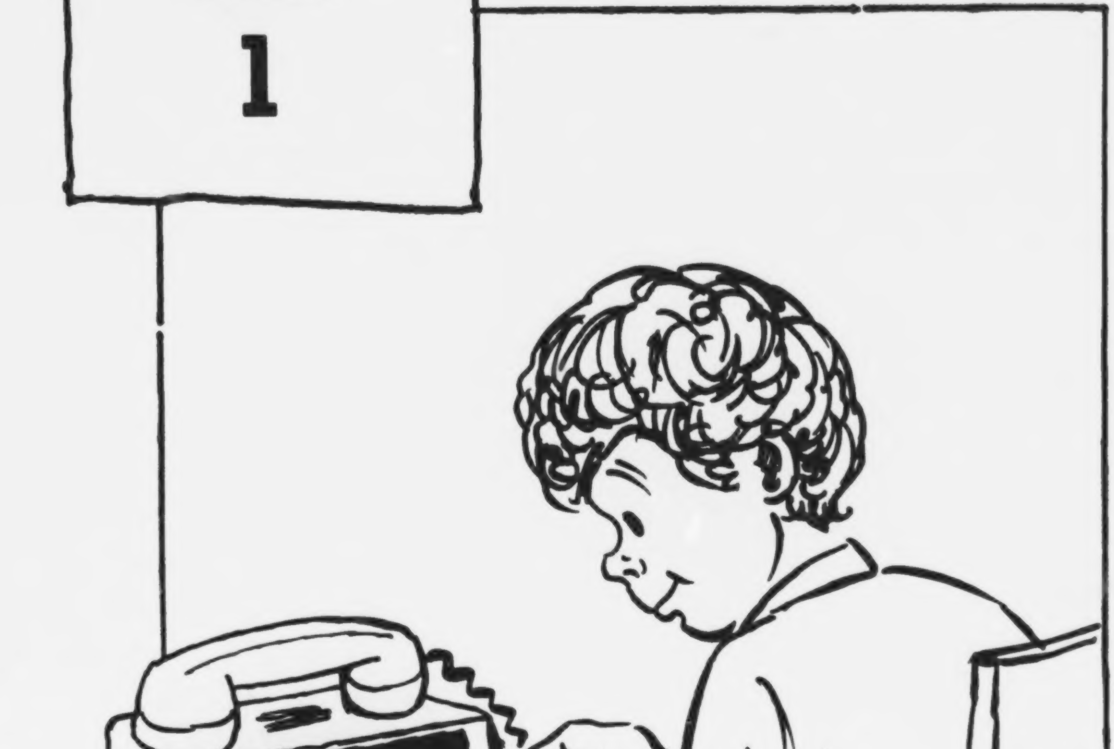
INTRODUCTION

Ring/Flash was written to help young deaf students learn to use the telephone. Many deaf students show an interest in using the telephone, but there are a limited number of instructional programs to teach telephone skills. Diane Castle, at the National Technical Institute for the Deaf, has developed an excellent program to teach telephone skills to deaf college students (Castle, 1977; Castle, 1980). Norman Erber has outlined strategies and activities for using speaking and listening skills on the telephone (Erber, 1982). The Pennsylvania School for the Deaf has published a guide for TTY/TDD instruction (Spishock, J. and Cross, J.) However, there continues to be a need for a comprehensive telephone skills program for deaf and hard of hearing students in elementary schools. Ring/Flash was written to fill that need.

This program provides sequential activities to teach both voice and TDD communication methods. There are also units which focus on telephone books, telephone etiquette, and operator assistance.

Unit
1



TDD Communication

TDD COMMUNICATION

Overview

This unit provides a sequence of activities to teach students to use TDD's with the telephone. In order to use TDD's, students must be able to read and write sentences without teacher assistance.

Student activities in this unit are identified as Learning Activities, Practice Activities, or Evaluation Activities. Unit 1 is divided into the following sections.

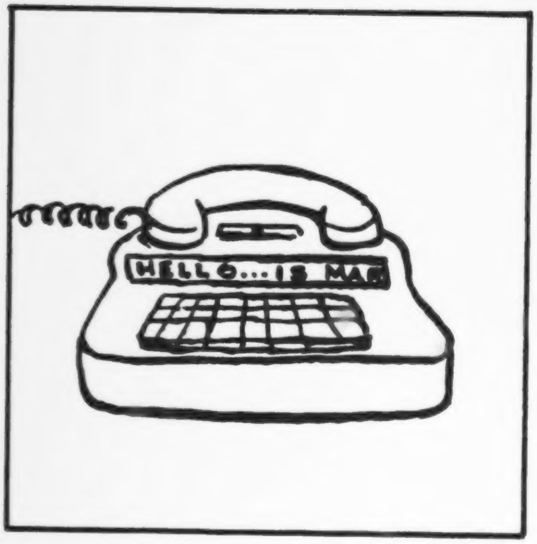
1. Keyboard Skills
2. Introducing TDD's
3. How to Set Up a TDD
4. GA and SK
5. Other Abbreviations
6. Basic Procedures for TDD Conversations
7. Integration of TDD Skills
8. Light Signals
9. Repair Strategies
10. Practice Conversations
11. Evaluation

Recording Forms

Two forms are provided for teachers to record student progress through the eleven sections of the TDD unit. One form can be used to monitor the progress of an individual student and the other form can be used to monitor a group of students. The recording forms are located at the end of this unit.

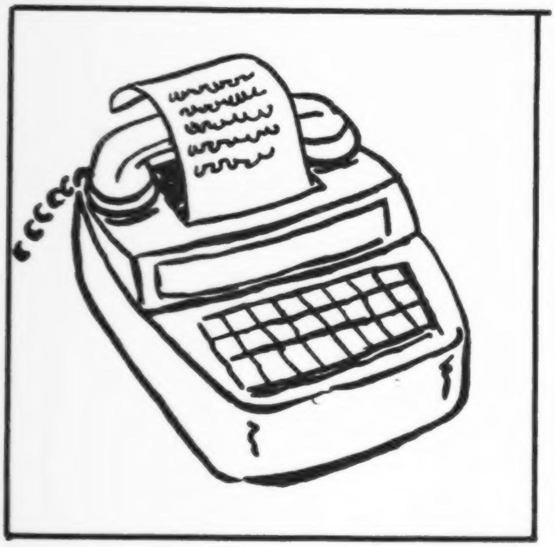
Selecting Telephone Equipment

The resources of the school will probably determine the telephone equipment that teachers select. It will be helpful for students to practice TDD skills on several different kinds of TDD's. An effort should be made to expose students to at least the following three varieties of TDD's:



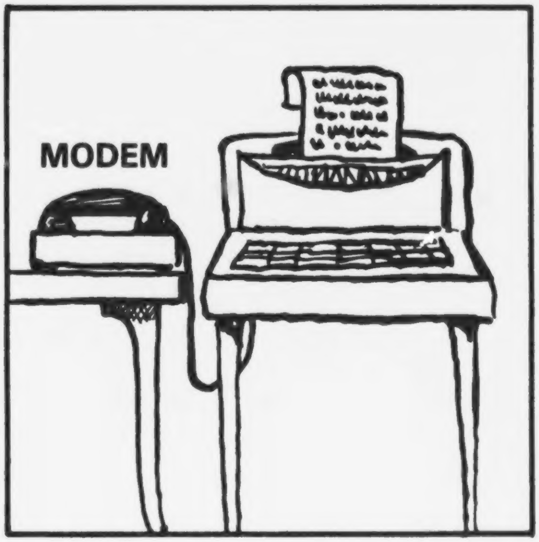
Portable TDD with LED Display

On this TDD small lighted letters move across a screen as the words are typed.



Portable TDD with Paper Print Out

On this TDD the words are printed on paper as they are typed. This kind of TDD may also include a screen with LED display of letters.



Large Teletypewriter (TTY)

Teletypewriter machines all have paper printouts. They do not have LED display of letters. These machines connect to a telephone with a special device, called a modem. The telephone handset fits into the modem.

The optimum equipment arrangement for student practice would be two portable TDD's, located close to each other, communicating to each other through two regular telephones. Using regular phone lines allows students to interpret the light signals for dial tones, busy signals, and ringing signals, and allows students to make outside calls. Locating the TDD's close to each other allows students to communicate face-to-face during problem situations in initial practice sessions.

Several students can practice TDD skills at the same time if there are enough practice stations. Other options for setting up TDD practice stations include:

- Two portable TDD's connected directly to each other (obtain assistance from an electronics technician).
- Two teletypewriters connected directly to each other (obtain assistance from an electronics technician).
- Two TDD's communicating to each other through the Teletrainer system (available through local phone company offices).

SECTION 1: KEYBOARD SKILLS

A prerequisite skill for using a TDD is typing. Typing skills can be learned on a typewriter keyboard, a TDD keyboard, or even a computer keyboard. During keyboard practice sessions, students should learn to use all fingers (not just two!), to type quickly, and to type accurately.

As students improve the speed and accuracy of their typing, they will enjoy TDD conversations more. Longer telephone conversations also cost more money. Students will save money on toll calls by improving their typing speed.

The following lists include some materials that may be helpful in teaching students to use a keyboard. Teachers should preview materials before purchasing them.

Typing Program

Dinklocker, C. Typing for Tots. Buffalo, NY: D.O.K. Publishers, Inc., 1983. A short, complete program for teaching typing to students as young as first graders. Includes strategies for teachers and task cards for students.

Computer Programs (See Appendix A for more information)

"Mastertype"
A game to improve the speed and accuracy of typing skills. Students destroy spaceships by typing the appropriate letters and words. New words can be entered into the program. (Lightning Software, Inc.)

"Letterman"
A game to improve the speed and accuracy of typing skills. Similar to the PacMan arcade game. Students guide the Letterman character through a maze by typing the appropriate letters. New words can be entered into the program. (Behavioral Engineering)

"Typing Strategy"
An animated keyboard and a pair of hands teach the students which finger is used to strike each letter on the keyboard. Gives immediate feedback for correct and incorrect typing of letters. (Behavioral Engineering)

"Typing"
A typewriter keyboard appears on the screen. Drills are provided to improve speed and accuracy of typing. (School and Home Courseware)

Books

Ben-Ary, R. *Touch Typing in 10 Lessons*, New York: Grosset & Dunlap, 1963.

Bloomquist, Grill, & Rowe. *Number-Key Practice*. New York: McGraw-Hill Book Company, Gregg Division, 1975.

Grossman, & Friedman. *Handbook for Typists* (2nd edition). New York: Pitman Publishing Corporation, 1962.

Grossman, J. *Quick Typing, a Self-Teaching Guide*. Wiley, 1980.

LaBarre, J., Mitchell, W., and Mach, K. *Keyboarding for Information Processors*. Chicago: Science Research Associates, 1982.

Leesenberry, et al. *Century 21 Typewriting* (2nd edition). Cincinnati: Southwestern Publishing Company, 1977.

Levine, N. *Typing for Everyone*. New York: Arco Publishing, Inc., 1978.

Owen, B. *Typing for Beginners*. New York: Grosset & Dunlap, 1981.

Row & Etier. *Typewriting Drills for Speed and Accuracy* (3rd edition). New York: McGraw-Hill Book Company. Gregg Division, 1972.

Sabin. *The Gregg Reference Manual* (5th edition). New York: McGraw-Hill Book Company, Gregg Division, 1977.

Typing for Beginners. New York: Monarch Press, 1968.

TDD Keyboard Differences

There are keys on some TDD keyboards that are different from a standard typewriter or computer keyboard. These keys will need to be discussed with students. Some of these special TDD keys are listed below:

Upper case or "Numbers" Key	pushing this key allows person to type numbers and symbols
Lower case or "Letters" key	pushing this key allows person to return to typing letters
Line feed	pushing this key moves the paper up one line on machines with paper print out
Carriage return	pushing this key makes the TDD start printing at the beginning of the line on machines with paper print out
Erase	pushing this key erases letter by letter what you have just printed, on machines with LED display

SECTION 2: INTRODUCING TDD'S

LEARNING ACTIVITY: The Function of TDD's

Many students, especially younger students, will not be aware of the purpose of a TDD. Before students learn to use a TDD, they should explore several basic questions about the who, how, why and where of TDD's.

A list of questions and answers are outlined below. Select appropriate questions from the list to facilitate a class discussion.

WHO?	Answer
- Who uses a TDD? - Can a deaf person use a TDD? - Can a hearing person use a TDD? - Can a deaf person communicate with another deaf person on a TDD? - Can a deaf person communicate with a hearing person on a TDD? - Can a hearing person communicate with another hearing person on a TDD?	TDD's are used primarily when a deaf person wants to communicate with another person (hearing or deaf) by telephone. Two hearing people could communicate by using TDD's, but they would probably prefer to talk on the phone since hearing people usually communicate by speech.

WHERE?	Answer
- Where do deaf people use TDD's? - Does anyone use a TDD at work?	Many deaf people have TDD's in their homes. Some TDD's are portable. That means they can be taken on trips, or to work, or to use at a pay telephone. Some government offices, bus lines, train offices, and other businesses have TDD's.

HOW?	Answer
- How does a person use a TDD?	To use a TDD, people type their messages and read the information. For two people to communicate, they both need TDD's. If a hearing person talks into the telephone, the words will not appear on a TDD. Hearing people cannot listen to TDD's and understand the typed words. TDD's are used with telephones, not on their own.
- Can a hearing person listen to the TDD and understand what the deaf person is typing?	
- If a hearing person talks into the telephone, will a deaf person be able to understand by using a TDD?	
- How does a person know what the message is on the TDD?	
- If a person uses a TDD, does he or she need to use the telephone?	

WHY?	Answer
- Why do people use TDD's?	TDD's allow deaf people to use the telephone. Why do deaf people want to use the telephone? Because people can't always communicate with each other face-to-face. Suppose a person makes plans to visit someone, and at the last minute the car breaks down. The person can call his friend and say that the car is broken. There are many times when it is much faster and easier to use a telephone to communicate with people. Using TDD's, deaf people can communicate on the telephone just as easily as hearing people.

SECTION 3: HOW TO SET UP A TDD

There are many different kinds of TDD's in use today with a variety of procedures for setting up the equipment. Teachers should refer to the owner's manual for the particular unit that they plan to use. Two books, Guide for TTY/TDD Instruction, from the Pennsylvania School for the Deaf, and Telecommunication Training for the Deaf, from NTID, provide specific information about most of the commercially available TDD's.

LEARNING ACTIVITY: Setting up a TDD

Two basic procedures apply to all TDD's. Students must learn to:

1. Turn the TDD on and off. Some units may run on rechargeable batteries, others will have to be plugged in.
2. Correctly place the telephone handset in the coupler. The coupler may be part of the TDD or it may be a separate unit. There should be only one correct way to place the telephone handset so the unit can send and receive messages.

Teachers should demonstrate the proper set up procedures for the TDD(s) that students will use. Then, each student should be asked to set up a TDD so the equipment is ready to make a phone call.

Teachers may find that taking photographs or drawing pictures of procedures will help students to remember the process.

SECTION 4: GA AND SK

Abbreviations are an important part of TDD conversations. Two of the most frequent are GA and SK. GA is typed each time a person wants the other person in the conversation to "go ahead." SK, which stands for "send kill" or "stop key," is used when a person wants to end the conversation. In a TDD conversation, GA is used at the end of each turn. When a person has finished a conversation, the usual signal is "GA or SK." The other person may continue the conversation or sign off with "SK SK." In the following activities, students will learn about these abbreviations by analyzing conversations.

LEARNING ACTIVITY: Discovering the Meaning of GA and SK

READ (OR PARAPHRASE) TRANSPARENCY 1-1.

Transparency 1-1 provides examples of GA and SK in a TDD conversation. Students should be encouraged to figure out the meanings of the abbreviations as they answer the following questions:

- Are there any words in this conversation that look different from what you usually read?
- Which words are different? How are they different?
- What do you think they mean? What happens in the conversation when these words are used?

Students should find GA and SK in the conversation, and discover how they are used.

PRACTICE ACTIVITY: Using GA and SK

Transparencies 1-2 and 1-3 illustrate TDD conversations with GA and SK omitted. Students should insert the appropriate abbreviations in the blanks. After practicing with the transparencies, the students can use TDD's to communicate several sentences back and forth. Students are not expected to carry on a complete conversation at this point, but should use GA and SK appropriately. Students will have opportunities to practice complete conversations in later sections of this unit.

SECTION 5: OTHER ABBREVIATIONS

Abbreviations help TDD conversations move faster. Some abbreviations are created by omitting vowels, e.g. HLD or HD for "hold." Other abbreviations use letters that sound like words, e.g. U for "you". The following activities will help students learn more abbreviations used on TDD's.

LEARNING ACTIVITY: Discovering the Meaning of Five More Abbreviations

Transparency 1-4 provides examples of five abbreviations in a TDD conversation. Students should be encouraged to figure out the meanings of these abbreviations from the context of the TDD conversation.

Q	? (question)
PLS	please
HD/HLD	hold
U	you
R	are

PRACTICE ACTIVITY: Using Abbreviations

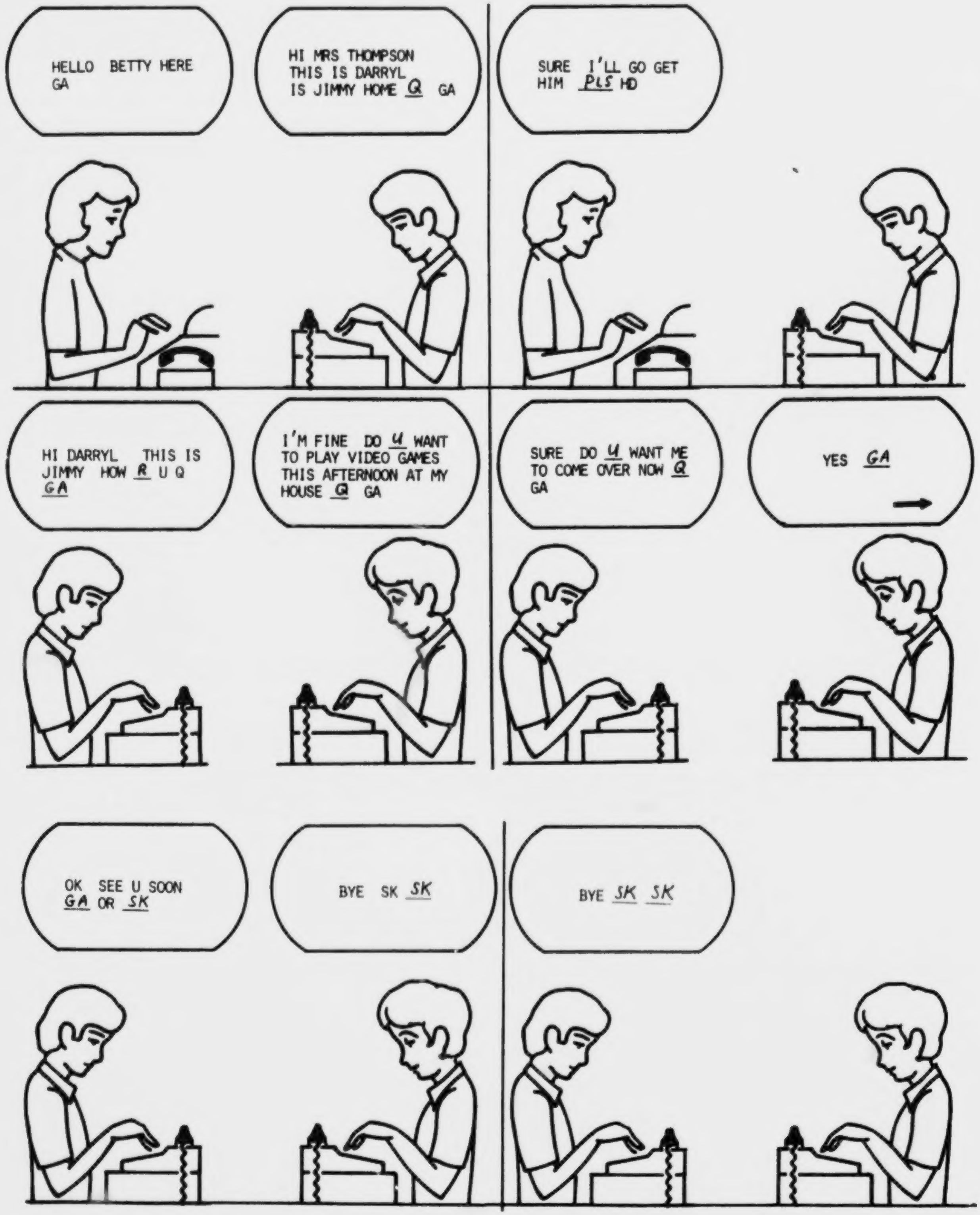
Transparency 1-5 illustrates a TDD conversation with abbreviations omitted. Students should insert the appropriate abbreviations in the blanks. (A copy of Transparency 1-5, with the abbreviations inserted, is included on the next two pages.)

After practicing with Transparency 1-5, have students use TDD's to communicate several sentences back and forth. Students are not expected to carry on a complete conversation at this point, but they should try to use all five of the abbreviations they just learned.

OPTIONAL ACTIVITY: Using More TDD Abbreviations

Page 17 contains a list of most of the common TDD abbreviations. Teachers should make a copy of the list for each student. Students can try to write practice sentences with some of the abbreviations, either on paper or using a TDD.

1-5A TDD COMMUNICATION OTHER ABBREVIATIONS-PRACTICE


HELLO BETTY HERE GA
HI MRS THOMPSON THIS IS DARRYL IS JIMMY HOME Q GA
SURE I'LL GO GET HIM PLS HD
HI DARRYL THIS IS JIMMY HOW R U Q GA
I'M FINE DO U WANT TO PLAY VIDEO GAMES THIS AFTERNOON AT MY HOUSE Q GA
SURE DO U WANT ME TO COME OVER NOW Q GA
YES GA
OK SEE U SOON GA OR SK
BYE SK SK
BYE SK SK

TDD ABBREVIATIONS

ABT	about
ANS	answer
CUD	could
CUL	see you later
CUZ	because
GA	go ahead
GOOD AM	good morning
GOOD PM	good afternoon/night
HLD/HD	hold
MIN PLS	one minute, please
MSG	message
MTG	meeting
NBR	number
NXT	next
OIC	oh, I see
PLS	please
Q	? (question mark)
R	are
SK	"send kill", "stop key", goodbye
THOT	thought
THRU	through
U	you
UR	your
88	love and kisses

SECTION 6: BASIC PROCEDURES FOR TDD CONVERSATIONS

The following three procedures should be a part of every TDD conversation:

1. Identify self at the start of the conversation.
2. Indicate the purpose for the call.
3. Use an appropriate closing phrase to end the conversation.

LEARNING ACTIVITY: Learning Basic Procedures

Teachers should write these three procedures on the board. Use the conversation on Transparency 1-6 as a model for the procedures.

Students should find the words in the conversation that illustrate each of the three basic procedures. Answers are listed below:

Procedure	Examples
1. Identify self	- ALLEN HERE - THIS IS LOIS
2. Indicate purpose	- I FORGOT THE SCIENCE HOMEWORK. WHAT PAGES ARE WE SUPPOSED TO READ Q
3. Use closing phrase	- GA TO SK

PRACTICE ACTIVITY: Practicing Basic Procedures

Students can use the blank conversation transparency (Transparency 1-7) to create a TDD conversation. Students should be reminded that the conversation must contain all three basic procedures. The conversation can also include appropriate abbreviations. Students may need to be given a specific situation to start, such as, "You have to call your friend Ed because you don't understand the mathematics homework." All students should participate in creating the conversation. Either the teacher or a student can write the conversation on the transparency. This activity can be repeated several times.

EVALUATION ACTIVITY: Basic Procedures

Students should complete page 3 in the Student Workbook by listing the three basic procedures they learned.

SECTION 7: INTEGRATION OF TDD SKILLS

PRACTICE ACTIVITY: Participating in TDD Conversations

Now that students know some of the basic procedures and abbreviations involved in TDD conversations, they should be ready to try some practice conversations. If there are not enough TDD's available, the students can use typewriters by taking turns typing back and forth on the same machine. For initial practice, examples are provided for the following nine kinds of TDD conversations:

Topic	Transparency
- Going to a movie	1-8
- Visiting a friend	1-9
- Leaving a message	1-10
- Calling a friend to ask for a ride	1-11
- Inviting for dinner	1-12
- Inviting for overnight	1-13
- Canceling the plan	1-14
- Calling school for information	1-15
- Calling police for help	1-16

Teachers can use the following steps to facilitate student practice for each of the nine kinds of TDD conversations. As students become more proficient, only steps 2, 4, and 5 are necessary.

Step 1: Discuss the Example

Show the example transparency to students. Discuss any parts of the conversation that students do not understand. Review the meanings of the abbreviations used.

Step 2: Create a Group Example

Use the blank conversation transparency (Transparency 1-7) to create a group example of the same kind of TDD conversation. All students should participate. Students should tell the teacher how to write appropriate abbreviations. Students will need their own copy of the group example conversation.

Step 3: Role Play the Group Example

Two students can role play the group example that was created by the class. Students should say/sign the words instead of typing them. Students should fingerspell the correct abbreviations. All other students should monitor the conversation and discuss any problems or mistakes.

Step 4: TDD the Group Example

All students should type the group example on a TDD. Divide the students into pairs. Decide which person will play each role in the conversation. Students should type the conversation back and forth on two TDD's. They can refer to their copies of the group example.

Step 5: Same Topic, New Conversation

Divide the students into pairs again. Remind the students about the topic they have been working on (e.g. Going to a Movie). Ask students to create their own conversations related to that topic. They can create the conversation right at the TDD keyboard as they talk back and forth.

Additional Information for Teachers

By using TDD's with a paper printout, teachers can review the conversations with students and keep copies to document student improvement. A checklist is provided on the next page to document the categories of practice conversations that each student has completed.

Since this will be many students' first chance to create a TDD conversation, some errors may exist. Teachers should focus only on student errors which would significantly effect the outcome of the TDD conversation. In later sections of this TDD unit, students will learn repair strategies to correct errors in their conversations. Students will also have additional opportunities to practice TDD conversations in later sections of the unit.

Student: ______________________ Teacher: ____________________________

Student Checklist - TDD Conversations

Category of TDD Conversation	Copied Group Example (date completed)	Created Original Example (date completed)
1. Going to a movie		
2. Visiting a friend		
3. Leaving a message		
4. Calling a friend to ask for a ride		
5. Inviting for dinner		
6. Inviting for overnight		
7. Canceling the plan		
8. Calling school for information		
9. Calling police for help		
other (specify)		

SECTION 8: LIGHT SIGNALS

All TDD's have a monitor light. This light flashes in different ways to indicate a dial tone, a busy signal, ringing, and a person's voice. When students use phone lines to make TDD calls, they will need to interpret the different monitor light signals.

Students must make decisions about what the monitor light signals mean at three different times: before dialing, after dialing, and after someone has answered the phone. The possible light signals are described below:

Before Dialing

- Dial tone	Steady, Continous light	Means Line is ready to be used, OK to dial now.
- Nothing	No light	Means Telephone is not ready to dial. Caller should hang up and try again to get a dial tone.

After Dialing

- Ringing	Light will flash for one second, then light will be off for three seconds; pattern repeats	Phone is ringing at the number dialed.
- Busy signal	Light will flash on and off in a regular pattern	Someone is already using the phone at the number dialed. Caller should hang up and try again later.
- Nothing	No light	Something went wrong in dialing the number. Caller should hang up and try again.

After Someone Answers

- Speech	Irregular light flashes	Someone is talking into the telephone. Caller should push one of of the TDD keys; this will make a noise that lets hearing person know that it is a TDD call.
- TDD message	Will show up as words on the TDD	Someone is answering the call with a TDD. Caller should go ahead and type.
- Nothing	No light	Maybe someone answered the phone and is turning on a TDD, maybe there is something wrong with the telephone. Caller should wait a little to see what happens.

LEARNING ACTIVITY: Identifying Light Signals

Teachers should demonstrate all the light signals by using a telephone and a TDD. (If telephones are not available, teachers can use the Teletrainer to demonstrate signals.)

Each light signal should be demonstrated several times. Then, teachers can present signals at random, and ask students to identify which signal they see.

PRACTICE ACTIVITY: Interpreting Light Signals

Teachers can use the five examples on the following pages to help students practice interpreting light signals. The first example should be read to students as a story. In the other four examples, questions are included. Students' answers can be listed on the board. Teachers can confirm the correct answer as they continue to read the example. If possible, teachers should use TDD equipment to represent the light signals visually as they are mentioned in the stories.

READ (OR PARAPHRASE) EXAMPLE 1.

Example 1

Barry decides to call his friend John to talk about what happened at school today. He puts his telephone handset into the TDD coupler. He looks at the monitor light. He sees a steady bright light. (Demonstrate light signal.) The phone has a dial tone. The dial tone shows that the phone is working. It is ready for Barry to dial.

Barry dials John's telephone number. He looks at the monitor light. It flashes for a second, and then goes off for a few seconds. Then it flashes again for a second and goes off for a few seconds. (Demonstrate light signal.) The flashing means that the phone at John's house is ringing.

Example 1 (cont.)

Barry keeps watching the monitor light. It stops flashing. The light is dark for a moment. Barry thinks, "Maybe someone is answering the phone." Then, the light starts flashing a lot. On and off. Bright and dim. Barry thinks, "Someone is talking into the phone. Maybe it's John's mother or father." Barry pushes one of the TDD keys. He pushes it again. Then he waits to see what will happen. The light is not doing anything now. It is just dark. But Barry waits a little longer. Finally, words start to appear on Barry's TDD. It says "MR THOMPSON HERE GA" Barry starts to type his message.

READ (OR PARAPHRASE) EACH EXAMPLE. DISCUSS QUESTIONS.

Example 2

Barry forgot to ask John a question. He decides to call John back. Barry puts the telephone handset in the TDD coupler. He looks at the monitor light. There is no light. It is still dark.

Question	Answer
The monitor light shows no light. What does that mean?	It means that something is wrong. Maybe Barry forgot to turn on the TDD. Or maybe the phone is not working right. Barry should hang up and try again.

Barry hangs up the phone and then he tries again. This time the monitor light has a bright steady light.

Question	Answer
What does the bright light mean?	A dial tone. It means that the phone is ready for Barry to dial.

Barry dials John's telephone number. He watches the monitor light. The light starts flashing on and off, on and off, in a regular pattern.

Question	Answer
What does it mean when the light is flashing on and off?	A busy signal. It means that someone is using John's phone. Barry will have to try again later.

Barry thinks, "That's a busy signal. Someone is already talking on the phone at John's house. I guess I'll have to call back later." Barry hangs up the telephone and turns off his TDD.

Example 3

Susan wants to go to the library. It is Sunday. Is the library open on Sunday? Susan can't remember. There is a TDD at Susan's library. Susan will call the library and find out if it is open. She puts her telephone handset into the TDD coupler. She looks at the monitor light. She sees a bright continous light.

Question	Answer
The monitor light is on continuously. What does that mean?	A dial tone. The phone is ready for Susan to dial.

Susan thinks, "That light shows me there is a dial tone. Now I can dial the phone number of the library." She dials the number and watches the monitor light. It flashes, then goes off for a few seconds.
Susan thinks, "The phone is ringing." Then, the monitor light starts flashing in a different way. It flashes on and off, bright and dim, fast and slow, in an irregular way.

Question	Answer
What does it mean when the monitor light starts flashing in an irregular way?	Someone is talking into the phone.

Susan thinks, "Someone is speaking into the telephone. I will push a key on my TDD to let them know it is a TDD call." She pushes a key and looks again at the monitor light. The irregular light flashes continue. She pushes a TDD key again. The monitor light keeps flashing. Susan thinks, "Why does that person keep talking into the phone?" Susan calls, "Mom, can you help me?" Susan's mother walks into the room. Susan explains the problem to her. Her mother picks up the phone and listens.

Mom says, "It's a recording, Susan. The library is closed, so they have a recorded message that answers the phone to tell people when the library will be open again. If you want, I can call the library again and listen to the whole message. Then I will be able to tell you when the library will be open."

Example 4

Tom is calling the airport to find out when his father's flight will arrive. He looks up the phone number for the airport. Then he puts his telephone handset into the TDD coupler. He looks at the monitor light. It shows a bright steady light.

Question	Answer
What does the bright steady light mean?	A dial tone. The line is ready for Tom to dial.

Tom dials the number for the airport. He watches the monitor light. The light flashes and then goes off for a few seconds. It flashes again and goes off for a few seconds.

Question	Answer
What does it mean when the monitor light flashes for a second and then goes off for a few seconds?	It means the telephone is ringing.

Then the monitor light starts flashing in an irregular way. On and off. Fast and slow.

Question	Answer
What does the monitor light show now?	Someone is talking into the telephone.

Tom thinks, "Someone is talking into the telephone. I'll push one of my TDD keys to let them know this is a TDD call." He pushes one of the keys and watches the monitor light again. He sees more irregular flashes. Then he sees one bright, quick flash, then nothing. Tom thinks, "That bright, quick flash was the noise the phone makes when you hang up. That person must have hung up the phone. I wonder why. Maybe I called the wrong number. Or maybe their TDD is broken or busy."

Example 5

Tom decides to try to call the airport again. He puts the phone receiver into the coupler again. He looks at the monitor light. There is no light.

Question	Answer
What does it mean when there is no light?	No dial tone. The line is not ready to be used. Hang up and try again.

Tom thinks, "That's funny, there's no dial tone. I'll hang up and try again." So, he tries again. This time the monitor light shows a strong steady light. That means Tom has a dial tone. He checks the phone number again for the airport. Then, he dials the number. The monitor light flashes on for a second and off for three seconds, and on for a second and off for three seconds.

Question	Answer
What does the monitor light show now?	The phone is ringing.

The monitor light stops flashing for a second. Then words start to appear on Tom's TDD. It says, "AIRPORT INFORMATION GA"

EVALUATION ACTIVITY: Interpreting Light Signals

Students should now be able to identify light signals and interpret their meaning. To assess this skill, teachers should evaluate each student individually. Present each light signal to the student and ask the student to explain the significance of the signal. Students should be able to make the following discriminations:

1. Dial tone vs. no tone
2. Ringing vs. busy signal
3. Speech vs. no speech vs. TDD signal

If students cannot easily identify the signals, teachers will need to review the signals with students on an individual basis.

SECTION 9: REPAIR STRATEGIES

Sometimes in a TDD conversation, the message may not be clear. Maybe the equipment isn't working correctly, or maybe someone doesn't understand the abbreviation used, or maybe someone typed the message too fast. Students should realize that they have a responsibility to keep the communication as clear as possible and to use a repair strategy when the communication is not clear. Students also have a responsibility to let their telephone partners know when they have trouble understanding the message.

LEARNING ACTIVITY: Learning When to Repeat and Rephrase

In this activity, students will learn two repair strategies, repeating and rephrasing. They should also learn that it's acceptable for people to ask them to repeat or rephrase their TDD messages. They should not be frustrated or upset. Everyone has a little trouble communicating at one time or another.

This activity has four examples. Teachers should read an example to students and ask, "What was the problem in this story?" "What did they do to solve the problem?" A summary is provided after each example. Teachers can use the information from the summary as they discuss the example with students.

Example 1

Tom is communicating with his friend Jim on a TDD. All of a sudden, Jim's message is garbled. Tom can't read it. It looks like numbers and symbols, but there are no words. When the message stops, Tom types, "CAN NOT READ THAT PLS REPEAT GA" Jim types back, "SORRY I PUSHED THE KEY FOR UPPER CASE TO GIVE YOU THAT PHONE NUMBER I FORGOT TO GO BACK TO LETTERS LET ME REPEAT WHAT I TYPED OK Q GA" Tom says OK, and the conversation continues.

ASK: What was the problem in this story? What did they do to solve the problem?

Summary: When you want to type numbers on a TDD you push a special key first. Sometimes after you type a number you may forget to push the key that lets you type letters again. Or sometimes you push the numbers (upper case) key by mistake. If you see that you have been typing numbers when you meant to type letters, you will have to repeat what you typed.

Example 2

Jill is communicating with her friend Thomas on a TDD. They are talking about a party that they will go to on Saturday night. Jill is giving Thomas directions to the party. Jill is a skilled typist. She is typing very fast. When she finishes giving the directions Thomas types, "THAT WAS A LITTLE TOO FAST FOR ME I DIDN'T GET ALL THE DIRECTIONS PLS REPEAT A LITTLE SLOWER GA" Jill repeats the directions. Thomas says, "THANKS SEE YOU AT THE PARTY GA TO SK"

ASK: What was the problem in this story? What did they do to solve the problem?

Summary: Some TDD's have paper printouts. Others only have letters that flash across a screen. With a paper printout, you can always go back to the information and reread it. But with the flashing letters, it disappears immediately.

When you are typing important information like numbers, addresses, directions, and other information, the person may have to copy it down. It is important to type slowly enough to allow the person time to read the information and copy it. Sometimes people will ask you to repeat important information.

Example 3

Sam needs Sharon's address. He knows that Sharon and Carol are best friends. He calls Carol to get Sharon's address. Carol types, "SHARON's ADDRESS IS 5491 MIDDLEVALE ROAD ARLINGTON VA 22124 GA" Sam types, LET ME REPEAT THAT ADDRESS IS 5491 MIDDLEVALE ROAD ARLINGTON VA 22124 RIGHT Q GA " Carol says, "THAT'S RIGHT GA OR SK"

Summary: When you ask someone for important information on a TDD it may be helpful to repeat the information to be sure that you got it right.

Example 4

(Teachers should write out these TDD messages on the board.) Karen calls her mother at work. The secretary answers the phone. The secretary types, "CUD U PLS LEAVE MSG UR MOTHER IS IN MTG GA" Karen doesn't understand. Karen types, "CAN YOU PLS REPEAT Q GA" The secretary types, "CUD U PLS LEAVE MSG UR MOM IS IN MTG UNDERSTAND Q GA" Karen is still baffled. The words don't make sense. She types to the secretary, "DON'T UNDERSTAND THE WORDS CAN YOU EXPLAIN AGAIN Q GA" This time the secretary types, "YOUR MOTHER IS IN A MEETING DO YOU WANT HER TO CALL YOU BACK Q WHAT NUMBER SHOULD YOUR MOTHER CALL GA" This time Karen understands and she leaves a message for her mother.

ASK: What was the problem in this story? What did they do to solve the problem?

Summary: Not all people know all the abbreviations used on TDD's. If you use abbreviations that someone doesn't understand, you may have to rephrase your message to help them understand.

EVALUATION ACTIVITY: Listing Strategies

Students should complete page 3 in the Student Workbook by listing and explaining the two strategies they learned.

PRACTICE ACTIVITY: Repeating and Rephrasing

Now that students have been introduced to repair strategies, they can practice using them. Teachers should try several TDD conversations with each student. In the conversation, teachers should provide opportunities for the student to use repeating and rephrasing. The following topics are suggested for TDD conversations between teachers and students:

- Call someone to get an address
- Call someone to get a phone number
- Call the train station to ask the price of a ticket to New York.
- Call the bus station to find out when the bus leaves for New York.
- Call a friend to get the homework assignment from when you were absent.
- Call your school to find out when the basketball game will start.

SECTION 10: PRACTICE CONVERSATIONS

In the previous sections of this unit, students should have learned:

- Typing skills.
- The who, how, why, and where of TDD's.
- GA and SK.
- Other abbreviations.
- Basic procedures for TDD conversations.
- How to interpret light signals.
- Repair strategies.

This section will give students an opportunity to combine all of these skills in a practice activity. Some students will require more practice than others. Teachers should monitor calls and provide advice and assistance. If problems common to several students are discovered, group discussions may be helpful.

PRACTICE ACTIVITY: Using All TDD SKills

Students should have the opportunity to practice their TDD skills in many different TDD conversations. Some conversations can be between two students, some conversations can be with the teacher, and some conversations should be with people outside the classroom. It will be helpful to use TDD's with paper printout so the teacher can have a record of the conversations. Each conversation can be evaluated with the Teacher Checklist for TDD Conversations.

After several practice calls, students should be able to make some outside calls. However, it may be helpful for students to start by calling adults in the school building. This way, students will have a greater chance for a successful conversation because the adults will be more likely to help them through the conversation.

Possible topics for the practice conversations are listed below. Teachers may want to add other situations that seem appropriate for their students. Students may want to invent their own situations.

Possible Topics

- Ask your friend to come and visit you.
- Invite your friend to a party.
- Ask your friend to go to the store with you.
- Call a sick friend to say hello.
- Tell your friend about your summer vacation.
- Tell your friend about your weekend trip.
- Call several adults at school to do a survey. Ask questions like:

    Are you deaf or hearing?
    How many times a day do you use a TDD?
    What kinds of problems have you had with TDD's?
    Do you know of public places that have TDD's?
    Do you have a TDD at home?
    What do you like best about a TDD?
    What do you do when you have trouble understanding someone on a TDD?

- Call the library (or a store or office) to find out days and times it is open.
- Call your school to find out when the next Parent-Teacher's meeting is.
- Call the museum to find out if they have interpreted tours for the deaf.

Other Topics (to be completed by teacher).

CHECKLIST: Basic Skills for TDD Conversations

Student Name:______________________ Date: ________________

Teacher: __________________________

Person called: _____ teacher _____ adult _____ student

Situation: ____

____

1. Student interpreted light signals correctly. ___ Yes ___ No

   Problems? ____

2. Student identified self. ___ Yes ___ No

3. Student explained purpose of call. ___ Yes ___ No ____ N/A

4. Student used abbreviations appropriately. (List abbrevations used) ___ Yes ___ No

5. How many typing mistakes did the student have? ___ few ___ too many

   ___ some ___ not readable

6. Student's typing skill interfered with understanding the message. ___ Yes ___ No

7. Student used repair strategies when necessary. ___ Yes ___ No

   Problems? ____

8. Student used appropriate closing phrase (GA TO SK). ___ Yes ___ No

9. Overall rating of student's telephone conversation:

   ___ not effective ___ mostly effective

   ___ partly effective ___ very effective

   ___ effective half the time

SECTION 11: EVALUATION

The previous section should provide students with many opportunities to practice TDD skills on the telephone. Students have mastered TDD communication when they have achieved an overall rating of mostly effective or very effective on the Teacher Checklist for TDD Conversations. The activity below is suggested for final evaluation of a student's TDD skills on the telephone.

EVALUATION ACTIVITY: Using TDD Communication on the Telephone

For this activity, teachers will need to determine two things: who the student will call, and what information will be obtained or relayed in the phone call. Teachers should choose one of the following options when determining who the student will call. The best option is listed first.

- Call a familiar adult outside the school.
- Call an adult in the school building.
- Call the teacher (only if other options are not possible).

For the topic of the call, teachers can choose a situation from the list in Section 10 of this unit, or teachers can create their own situations. Students will be required to either:

Call someone and relay specific information.
OR
Call someone and obtain specific information.

The success of the student's call should be judged by how well the student relays or obtains the specified information. For example, a student might be required to call a store to find out the days and times that the store is open. A student who obtains all the information, has made a successful TDD call. An evaluation checklist is provided for teachers to document the success of the student's phone call.

FINAL EVALUATION: TDD SKILLS

Student Name: ____________________ Date: _______________

Teacher: ___________________________

Person called: _____ teacher _____ adult _____ student

Situation: ____

____

1. Student interpreted light signals ___ Yes ___ No

   Problems? ____

2. Student identified self. ___ Yes ___ No

3. Student explained purpose of call. ___ Yes ___ No ___ N/A

4. Student used abbreviations appropriately. (List abbreviations used) ___ Yes ___ No

5. How many typing mistakes did the student have? ___ few ___ many ___ some ___ not readable

6. Student's typing skill interefered with understanding the message. ___ Yes ___ No

7. Student used repair strategies when necessary ___ Yes ___ No

   Problems? ____

8. Student used appropriate closing phrase (e.g. GA TO SK) ___ Yes ___ No

9. Did student obtain/relay specified information? ___ Yes ___ No

   Problems? ____

Appendix A - ADDRESSES OF COMPUTER PROGRAM MANUFACTURERS

Program	Manufacturer's Address
Letterman Typing Strategy	Behavioral Engineering 230 Mt. Hermon Road, Suite 207 Scotts Valley, CA 95066 (408) 438-5649
Mastertype	Lightning Software, Inc. P.O. Box 11725 Palo Alto, CA 94306
Typing	School and Home Courseware, Inc. 1341 Bulldog Lane, Suite CE Fresno, CA 93710 (209) 227-4341

Student Name ______________________________

TDD COMMUNICATION
STUDENT RECORD

Sections	Date Started	Date Completed	Needs More Practice
1. Keyboard Skills			
2. Introduction To TDD's			
3. How To Set Up A TDD			
4. "GA" and "SK"			
5. Other Abbreviations			
6. Basic Procedures			
7. Integration of TDD Skills			
8. Light Signals			
9. Repair Strategies			
10. Practice Conversations			
11. Evaluation			

Teacher's Name: ______________________

School Year: ______________________

TDD COMMUNICATION CLASS RECORD

	Keyboard Skills	Introduction To TDD's	How To Set Up A TDD	"GA" and "SK"	Other Abbreviations	Basic Procedures	Integration of TDD Skills	Light Signals	Repair Strategies	Practice Conversations	Evaluation
Student Names	1	2	3	4	5	6	7	8	9	10	11

/ = Section Started
X = Section Completed

Unit 2

Voice Communication

VOICE COMMUNICATION ON THE TELEPHONE

Overview

This unit provides a sequence of activities to teach students to use listening skills on the telephone. It is divided into the following sections:

1. Listening Arrangements
2. Sound Signals
3. Code Systems
4. Taped Messages
5. Repair Strategies
6. Practice Conversations
7. Evaluation

Recording Forms

Two forms are provided for teachers to record student progress through the seven sections of the Voice Communication unit. One form can be used to monitor the progress of an individual student and the other form can be used to monitor a group of students. The recording forms are located at the end of this unit.

Selecting Students

There are two different levels of using voice communication on the telephone. At the first level, students use only code systems. At the second level, students use speaking and listening skills in addition to code systems. Students must have attained certain prerequisite skills before entering each level.

1. To Use Code Systems: Students must be able to discriminate among one, two, and three syllable phrases. They should be able to listen to a phrase and tell whether it was one syllable, two syllables or three syllables in length. Students must have speech that is at least moderately intelligible to family members and those who know the student well. Teachers will use activities in Sections 1, 2, and 3 of this unit to teach code systems.

2. To Use Speaking and Listening Skills: Students must be able to discriminate words and phrases on the telephone. They should be able to understand phrases without using visual cues to obtain information. Students must have speech that is at least moderately intelligible to the general public.

Teachers who use the Kendall School Auditory Skills Guide can refer to Appendix A in this Unit for a list of prerequisite auditory skills from the Guide.

Selecting Telephone Equipment

The resources of the school will determine the telephone equipment that teachers select for this unit. To develop telephone skills, all students should have the opportunity to practice talking and listening through an actual telephone handset. Practicing listening skills with headphones or another arrangement will not prepare a student for the unique sound characteristics of a telephone handset.

The optimum equipment arrangement for student practice would be two standard telephones, connected to regular phone lines, separated by a moveable screen. Using regular phone lines allows students to hear dial tones, busy signals, and ringing signals, and allows students to make outside calls. Separating the phones with a moveable screen allows students to communicate face-to-face during problem situations in initial practice sessions.

Other equipment options include:

- Telephone handset connected to tape recorder.
- Teletrainer system (from local phone company offices).
- Two standard telephones in separate rooms.

(All of the above equipment options are discussed in more detail in Appendix B at the end of Unit 2.)

SECTION 1: LISTENING ARRANGEMENTS

Before students can practice using listening skills on the telephone, they will need to determine the best arrangement for listening with their hearing aid(s). Some students will prefer to use the "T" setting on their hearing aids, and other students will prefer the "M" setting. (Additional information about these settings is found in Appendix C at the end of this unit.) Some students will prefer to use a phone with a built-in amplifier. All students should have the opportunity to try each of the following four arrangements:

- "T" setting, without telephone amplifier.
- "T" setting, with telephone amplifier.
- "M" setting, without telephone amplifier.
- "M" setting, with telephone amplifier.

Students who have hearing aids for both ears will need to try all four arrangements with each ear.

Students can listen to recorded messages through the telephone to determine which of the hearing aid arrangements is best for them. The following practice activities provide teachers with two ways to use taped messages.

LEARNING ACTIVITY #1: Using Teacher-Made Tapes

Students should compare all four listening arrangements using recorded messages made by the teacher. Teachers should record meaningful messages with familiar vocabulary rather than "Testing, one, two, three, four." Possible messages include a short story or poem that the child is familiar with, or a recent essay that the student has written. The tape should be long enough for the student to listen to it for several minutes, or it should be recorded on a closed loop, so the student will be able to listen to it over and over again. This will allow the student to make several comparisons of each arrangement without having to rewind the tape recorder.

LEARNING ACTIVITY #2: Using Commercially Available Messages

If teachers can not record their own messages, they will have to rely on recorded messages that the student can call locally, like the weather forecast, time and temperature, or information about a movie theatre. Students can use these messages to determine their preferred listening arrangement, as they did in Learning Activity #1. Messages that automatically repeat themselves will be better since they allow the student a longer listening period without having to call again and again. The problem with local recorded messages is that they are often played at a louder volume than normal conversational level. Teachers will need to call the messages beforehand and determine if the volume is louder than normal. If so, the students will have to be reminded to readjust the volume setting of their hearing aids for listening to voices in the future. (Appendix D contains a list of recorded messages currently available in the Washington, D.C. area. Teachers may have similar recordings in their own area.)

EVALUATION ACTIVITY: Documenting the Best Listening Arrangement

At the conclusion of the practice activity, teachers should discuss preferred listening arrangements with each student. Students should note the information by completing page 7 of the Student Workbook. Teachers may also want to document each student's preferred listening arrangement using the format on the bottom of this page.

BEST TELEPHONE LISTENING ARRANGEMENT

Name: ______________________________

Preferred Ear	Preferred Hearing Aid Setting	Preferred Phone Setting
___ Right ___ Left ___ Either	___ "M" ___ "T" ___(volume setting)	___ No Amplifier ___ Amplifier ___ (volume)

SECTION 2: SOUND SIGNALS

Before students can listen to speech on the telephone, they must be able to interpret sound signals. For any call, students will need to listen to dial tones, busy signals, and ringing signals.

The best way to practice listening to signals is through the telephone handset. Depending on resources, teachers can either tape the sound signals, or use local phone lines to practice with actual signals.

Students will need to make decisions about what sound signals mean at two different times: before dialing, and immediately after dialing. The possible sound signals are described below:

Before Dialing

Dial tone	Steady, continuous tone	Means line is ready to be used. Caller can dial now.
Nothing	Static or no sound	Means telephone is not ready for caller to dial. Caller should hang up and try again to get dial tone.

After Dialing

Ringing	Electronic or bell-like sound will last for a second followed by silence for three seconds. This pattern will repeat.	Means the phone is ringing at the number the caller has dialed. It will keep ringing until someone answers it, or until caller hangs up.
Busy Signal	Tone will beep on and off in a regular pattern.	Means that someone is already using the phone at the number dialed. Caller will have to hang up and try again later.

LEARNING ACTIVITY: Learning to Interpret Sound Signals

After reviewing possible sound signals with students, teachers should present the stories below to help students interpret the meaning of the sound signals. For Story 2 and Story 3, the questions interspersed throughout the story should be discussed as they occur. If possible, teachers should make a tape recording or Language Master card for each of the sound signals. The recordings can be used to demonstrate the signals as they are mentioned in the stories.

READ (OR PARAPHRASE) TO STUDENTS:

Story 1

Ben just got a new bicycle. He wants to call his friend Larry to tell him about the bicycle. Ben picks up the telephone receiver and listens. He hears a long steady tone. That's the dial tone. (Demonstrate.) The phone is working. Ben can dial now because he hears the dial tone.

Ben dials Larry's number. He listens again. He hears a ringing noise. Then, he hears nothing for a few seconds. Then he hears the noise again. (Demonstrate.) The telephone is ringing at Larry's house. The noise stops. Then, Ben hears a voice say "Hello."

Story 2

Cheryl decides to call her friend Joyce. She looks up Joyce's telephone number in her address book. She picks up the telephone receiver and listens. There is no sound.

Question	Answer
Cheryl listens to the telephone. She hears nothing. What does that mean?	It means that something is wrong. Maybe the phone is not working right, or maybe Cheryl's hearing aid is not working right. Cheryl can hang up the phone. Then, she can pick it up and listen again. She can also check her hearing aid. Is it turned on? Is the switch in the right position? Is the battery working?

Cheryl hangs up the phone and listens again. This time when she picks up the phone she hears a long, steady tone. (Demonstrate)

Question	Answer
Cheryl hears a long, steady tone, from the phone. What does that mean?	That's a dial tone. It means that the phone line is ready. Cheryl can make her call now.

Cheryl dials Joyce's phone number. She listens. She hears a noise that sounds like a beep. Then it stops and she hears nothing for a few seconds. Then she hears the beep again. Then nothing for a few seconds.

Question	Answer
Cheryl hears a beeping noise for a second, then nothing for a few seconds. What does that mean?	The phone is ringing at Joyce's house. Sometimes the ringing signal will sound like a bell, sometimes it is more like a beeping sound.

Cheryl keeps listening. She continues to hear the beeping sound. After she has heard the sound ten times she thinks, "I guess Joyce isn't home. I will call back later." And she hangs up the phone.

Story 3

Susan went to the school basketball game. Now she needs a ride home. She will call her mother. Susan picks up the telephone handset and listens. She hears a long tone. (Demonstrate.)

Question	Answer
What does the long tone mean?	It's a dial tone. It means that the phone is ready for Susan to dial.

Susan thinks, "That's the dial tone. I can dial my phone number now." She dials the number and listens again. This time she hears a beeping sound. It goes on and off, on and off, in a regular pattern. (Demonstrate.)

Question	Answer
What is the beeping sound that Susan hears? What does it mean?	The beeping sound is a busy signal. Someone is already using the phone at Susan's house.

Susan thinks, "That's a busy signal. Mom must be talking to someone on the phone. I'll have to hang up and call again later." Susan hangs up the phone. She will try to call again in a few minutes.

PRACTICE ACTIVITY: Identifying Sound Signals

Students should now be ready for individual practice with the sound signals. Students can start with Language Master cards or tape recorded signals prepared by the teacher. Eventually, students should practice with telephone handsets. Students should not only identify each signal, but also state what it means and what they will do next to make a phone call. Each student should be able to make the following discriminations before proceeding to other sections in Unit 2.

- Dial tone vs. no tone.
- Ringing vs. busy signal.

SECTION 3: CODE SYSTEMS

Some students may benefit from the use of special code systems on the telephone. Using a code system involves several prerequisites. First, the student's speech must be understood by at least family or friends. Second, the student must be able to hear the difference among one, two, and three syllable phrases. Finally, both people must know the code system prior to the telephone conversation.

Students who can use listening skills to understand words and sentences may also want to learn a code system. These students can use the code system as an alternative, when they have difficulty understanding on the telephone.

There are many code systems that have been developed to help deaf students use the telephone. The following activities will focus on a commonly used system. This system requires students to discriminate among one, two, and three syllable phrases (Castle, 1977). The student will do most of the talking in the telephone conversation. The person at the other end of the line will answer the student's questions with a one, two, or three syllable response:

One syllable response	"No"	negative response
Two syllable response	"Yes-Yes" "OK" "That's right"	affirmative response
Three (or more) syllable response	"I don't know" "Please repeat" "I don't understand"	request for more information.

Code systems limit students to a question and answer format for telephone conversations, but they can be useful in some situations. For example, students may need to call parents for a ride, to explain why they will be late, or to ask permission to change their plans.

Teachers who are interested in trying other code systems with their students can refer to Castle (1977) and McLeod (1977) for examples of more elaborate systems.

LEARNING ACTIVITY: Learning the Code

Transparency 2-1 should be used as an example of a phone conversation that demonstrates a code system. After reading the conversation to students, teachers should repeat the code phrases that the hearing person used. Students should determine if each phrase was one, two, or three syllables. Then, teachers can explain the basis of the code system: one syllable means no, two syllables means yes, and three (or more) syllables is a request for more information.

Transparency 2-2 can be used in the same way. Teachers should first read the entire conversation to students. Then, individual code word phrases should be read again. Students should determine the number of syllables in the phrase and the meaning of the phrase ("no," "yes," or "need more information").

PRACTICE ACTIVITY #1: Identifying Number of Syllables

Students should now have individual practice with listening to one, two, and three syllable phrases. Teachers may want to start by using a Language Master or tape recorder, and progress to listening practice with a real telephone handset or Teletrainer. Students should continue to practice until they can easily discriminate between one, two, and three syllable responses. (It is not important that students understand the exact words that are spoken, only the number of syllables.)

PRACTICE ACTIVITY #2: Creating a Conversation

Teachers can ask a group of students to generate a list of situations where they themselves might be able to use the codes with a hearing person (parent, friend, relative). The list might include situations such as the following:

- Calling for a ride home.
- Calling to say they will be late.
- Calling to say they can't come.
- Asking permission to eat dinner at a friend's.
- Asking permission to stay after school.
- Asking permission to stop at a friend's on the way home.

Students should select one of the situations from the list. Then, using the blank conversation transparency (Transparency 2-3), students can create a conversation about the situation they have selected. They will need to generate a complete conversation, thinking of what questions the deaf person will ask and what responses the hearing person will use. If students can not easily generate the conversation individually, teachers may want to use this as a group activity.

PRACTICE ACTIVITY #3: Using the Code System

Students should now practice the code system in telephone conversations with a hearing person (teacher, aide, volunteer, parent). The deaf student and his or her hearing conversational partner should decide on a practice situation. They may decide to choose a situation from the list that was generated in Practice Activity #2, or they may create a new situation. Using a telephone system, the student and hearing person should role-play the entire telephone conversation. When the conversation is finished, the two should discuss the conversation to determine whether they both understood what was said. Conversations can be short to begin with and can increase in length as students gain skill in using the code. Students should practice with different hearing partners so they will have an opportunity to hear different kinds of voices on the telephone. The student and adult should be seated where they can not see each other. Students should be relying only on listening cues.

EVALUATION ACTIVITY: Using Code Systems

Teachers should evaluate each student by using a role-play situation, similar to the ones described above. If a student cannot understand the majority (e.g., 80%) of the teacher's phrases on the first or second try, he or she should continue to use the practice situations, generating additional situations as needed.

ENRICHMENT ACTIVITY (Optional)

Teachers can ask students to make a list of hearing people who might be willing to learn the code system (parents, relatives, or others). The student should select a person from the list, teach the person the code system, and then call that person from school. The teacher can monitor the call and review it with the student.

SECTION 4: TAPED MESSAGES

Many students who have the potential to use voice communication on the telephone may be afraid to try because they can't see the other person (to lipread). Listening to a taped message can be a less fearful experience, because the student is able to listen without having to respond (Erber, 1982). Unfortunately, most readily available taped messages (time, weather information, and others) are of poor quality. Often, these messages have background noise or distorted speech sounds, and the rate of speech is usually very fast. One way to avoid these drawbacks is for teachers to record messages, using a similar format to conventional pre-recorded messages. (Erber, 1982).

Four kinds of learning activities are suggested for using taped messages to practice phone skills:

1. Discriminating opening phrases.
2. Supplying missing words.
3. Identifying information in simulated recorded messages.
4. Obtaining information in actual recorded messages.

Selection of activities will depend on the teacher's auditory traning philosophy and on the student's learning style. Teachers who prefer a more pragmatic approach to auditory training may decide to use only activities three and four, which involve listening practice with complete messages. Teachers whose students may benefit from a step-by-step approach to building auditory skills may decide to use all four activities, sequentially.

LEARNING ACTIVITY #1: Discriminating Opening Phrases

In any telephone conversation, the first phrase that students will need to understand is the opening phrase. Since there are only a limited number of opening phrases, students should be able to learn to discriminate among them fairly quickly. Initial success with this activity will help to motivate students for additional listening practice.

To begin, students should list phrases that people might say to answer the telephone. Any reasonable student response should be accepted and added to the list. Teachers may want to suggest phrases of their own, including some of the following:

"Hello"

"Hi. This is __________."

"Good Morning. This is _________."

"Thank you for calling. This is ________."

"_______________ residence. ___________ speaking."

"Hello. This is the ______________ residence."

"______________________ School. May I help you?"

All the opening phrases should be recorded on Language Master cards and/or cassette tapes, using many different voices.

Students can practice listening to the phrases on an individual basis or in small groups. They should identify what the person said for an opening phrase. Students will probably discover that some phrases and some peoples' voices are more difficult to understand than others.

Variations

The previous activity can be adapted to fit a wide range of student skills. At a beginning level, a teacher should start with two phrases that sound very different. For example, a teacher could say, "Listen to this phrase. I might say, 'Hello,' or I might say, 'Hi, this is Lynn.' Listen and tell me which phrase you hear." If students can easily discriminate between two choices, teachers can expand to three, four, or five choices.

After students can discriminate among many choices, teachers can change the task. Now, teachers will not give possible choices. They might say, "Listen to this phrase. Tell me what the person says." Initially, the phrase should be one that students have heard before. Eventually, teachers can make the task harder by adding new phrases that students have not heard.

LEARNING ACTIVITY #2: Supplying Missing Words

For this activity, students are given printed copies of sentences that have been recorded. The printed sentences will contain some blank spaces. Next to each blank space, three possible choices are listed. Students must listen to the sentence, and determine which of the choices they heard.

Teachers can make up their own sentences for this activity or they can select sentences from one of the following two lists. In List A, only two of the three choices can be correct. One of the choices will not fit the meaning of the sentence. (This kind of practice will help students use cues from context to supplement their listening skills.) In List B, all three choices will fit the meaning of the sentence.

Teachers should decide which sentences they will use and which of the choices they will record for each sentence. Teachers will also need to make student forms that list the sentences they selected and the possible choices.

List A

1. Hello, ________________. (Can I help you?, This is Helen, See you later.)

2. You can't talk to Mom. ___________________. (Mom is sleeping, Mom is here now, Mom is not here).

3. Let me call Dad to the phone. _____________________. (Please hold on, Please hang up, Please wait).

4. I'm having a party on Saturday. ____________________. (Do you have the mathematics homework done?, Do you want to come?, Do you think your parents will let you come?)

5. ___________________________ After the movie we can go for ice cream. (Do you want to go to a movie today? Would you like to see a movie today? You seem very moody today.)

6. I'll meet you this afternoon at ___________________. (Ten o'clock, one o'clock, two o'clock).

7. Recess was funny today. Did you ___________________? (See what happened, See television last night, See what Mary did).

8. I need help with my homework. Did you ___________________________? (See my cat, Do it yet, Finish the mathematics).

9. I have to ask my mom. __________________________. (Please hold, You're old, Please wait).

10. I have to go now. _____________________________. (See you tomorrow, See you later, Please wait).

CORRECT CHOICES FOR LIST A:

(Teachers will tape record one choice for each sentence.)

1. Can I help you?, This is Helen.
2. Mom is sleeping, Mom is not here.
3. Please hold on, Please wait.
4. Do you want to come? Do you think your parents will let you come?
5. Do you want to go to a movie today? Would you like to see a movie today?
6. One o'clock, two o'clock
7. See what happened, see what Mary did
8. Do it yet, finish the mathematics
9. Please hold, Please wait.
10. See you tomorrow, See you later.

List B

1. I will come to pick you up in _______________ (15 minutes, 30 minutes, half an hour).

2. Wait for me by the __________________ (front door, back door, driveway).

3. Does ____________________(your sister, your brother, your father) know where Tom's house is?

4. _____________________________ (I can't come, Susan can't come, I have to come) to pick you up right now. Is that OK?

5. That's my decision. You must come home _______________ (right now, at 3 o'clock, before dark).

6. I was sick today. Can you tell me ____________________ (what happened at school, the homework for mathematics class, what happened at recess)?

7. I want to call _______________ (Tom, Bob, Darrel). Do you have his phone number?

8. Susan is busy right now, ____________________ (can you wait?, please hold on, please call back).

9. What did I do this weekend? I ________________________ (stayed home, went on a trip, went swimming). What did you do?

10. Thank you for inviting me. I _____________________ (will come to your party, can't come to your party, will see you at the party).

LEARNING ACTIVITY #3: Identifying Information in Simulated Messages

For this activity, teachers can record their own telephone messages, similar to those locally available (time, weather, movie information, museum information). Initially, teachers should record the messages with a slower than normal rate of speech. Subsequent messages can be recorded with more normal rates of speech. (A slower rate of speech is accomplished by leaving longer silent spaces between groups of words, at points where you would normally pause for appropriate phrasing.)

In Auditory Training (1982, p. 151), Norman Erber suggests several different formats that students can use to practice listening to recorded messages. These formats are described below:

Format A The student receives questions prior to listening to the message. The questions guide the student to listen for specific information. For example, questions might include: What is the weather predicted for tomorrow?, What is the temperature today?, What time does the movie start tonight?

Format B The student receives a copy of the spoken message, with blank spaces in some of the sentences. After the blank spaces, three possible choices are listed. The student must listen to the message and determine which of the choices is correct. For example:

Weather Message

Winds are from the northeast at ____________ (20 m.p.h, 40 m.p.h, 15 m.p.h.)

Winds will be ______________ (decreasing, increasing, staying the same) this evening.

Format C The student receives a copy of the spoken message, with blank spaces in some of the sentences. No choices are provided. The student must listen to the message and fill in the blanks.

Teachers should decide which of the three formats, or combination of formats, is most appropriate for their students. Then, teachers should create their own pre-recorded messages, using local information and vocabulary familiar to their students. Several messages are provided here as examples. Additional examples may be found in Auditory Training, Chapter 8 (Erber, 1982).

Sample Pre-Recorded Messages

Time

Good Morning. At the tone the time will be 9:45 and 40 seconds.

Starway Theatre

The Starway Theatre is proud to present the return of "Star Wars." Weekday shows are at 5:00, 7:45, and 10:30. Saturday and Sunday matinees are at 2:00 o'clock. For more information call 772-5454.

Village Newsline

This is the Barrington Village Newsline. The school board meeting has been scheduled for Monday, April 5th at 8:30, room 36, in the Community Center.

All posters in the "Keep Barrington Village Clean" contest will be on display at the Barrington Mall this weekend.

Remember, renewals on dog licenses are due by April 30th.

Thank you for calling the newsline.

Weather Forecast

Good afternoon. This is the weather forecast for Wednesday, February 21st. The 1:00 p.m. airport temperature is 54. This afternoon, continued cloudiness with possible rain this evening. Winds are from the east at 10 m.p.h. Tonight, occasional rain. Lows in the 40's. Thursday will be cooler with continued rain.

Thank you for calling.

LEARNING ACTIVITY #4: Obtaining Information from Actual Recorded Messages

After students have had an opportunity to practice listening to recorded messages made by the teacher, they can practice calling local pre-recorded messages. Teachers should make a list of local numbers that students can call to listen to pre-recorded messages. Then, because the messages may be of poor acoustic quality, teachers should rate the difficulty of each message on some kind of scale. Descriptive terms (poor, fair, better than average, good) can be used to rate the recordings or teachers can use a number rating (1-10). Vocabulary and language level of the recording, as well as sound quality should be considered when teachers rate the difficulty of recordings. Students should start practicing with better quality recordings and proceed to the poorer quality recordings when their skills improve.

The following two options are suggested for student practice with actual pre-recorded messages:

Option A Teachers call the recorded message ahead of time and prepare several questions related to information in the message. Students must listen to the recorded message until they have have found answers to the teacher's questions.

Option B Student A calls a pre-recorded message and listens until he or she understands the important information from the message. Then, Student A tells the message to Student B (or to an adult). Student B calls the recorded message to see if Student A's information was correct.

Appendix D contains a list of pre-recorded messages available in the Washington, D.C. area. The list is provided to give teachers an idea of the wide range of messages that may be available in their local area.

EVALUATION ACTIVITY: Listening to Pre-recorded Messages

To evaluate a student's skill with recorded messages, teachers will first need to select an appropriate message for that student. The recording should contain language and vocabulary appropriate to the student. It can be a recording made by the teacher, or a locally available recorded message.

Students can be evaluated using either of the following options (similar to those described in Learning Activity #4):

Option A	Teacher listens to a pre-recorded message and creates several questions about the message. Some questions should ask the student for specific information and some questions should ask for general information. A student listens to the recorded message. The teacher asks the student to answer the questions. Students are successful if they can answer 75% of the questions correctly.
Option B	Student listens to a recorded message. The student tells important information from the message to the teacher. Students are successful if: (1) They understood the main idea of the message and (2) They can retell some of the detailed information from the message (time, date, weather, etc.)

SECTION 5: REPAIR STRATEGIES

In earlier sections, students practiced listening to sound signals and to recorded messages. Now, they will learn about two-way communication on the telephone. One of the most important aspects of two-way telephone conversations is repairing breakdowns in the conversation. Both deaf and hearing people use repair strategies when they think they might have misunderstood something.

There are many useful strategies for repairing conversations. Diane Castle at the National Technical Institute for the Deaf has developed several strategies for deaf students. The strategies and explanations below are based primarily on her work (1977, p. 375).

Strategy Name	Explanation
CONFIRM	Repeat the information to be sure it is correct.
REPEAT	Say it again.
REPHRASE	Say it again in a different way.
SPELL	Say each letter in the word.
CODE WORDS	Use a familiar word that starts with the letter spelled.
DIGITS	Say each number in a series individually.
ALPHABET	Say the alphabet until you reach the correct letter.
COUNTING	Say the numbers in order until you reach the correct one.

When deaf students do not understand something on the telephone, they may have to ask the other person to repeat, rephrase, spell the word, or use another repair strategy. At other times, deaf students may need to use repair strategies themselves to make their communication clearer. Students need to understand each strategy before they can use it or request others to use it.

The following activities will acquaint students with each strategy and give them opportunities to practice the strategies. The eight strategies included in this section are:

Confirming (pages 76 - 77)

Repeating (pages 78 - 79)

Rephrasing (pages 80 - 82)

Spelling (pages 84 - 86)

Code words (pages 87 - 89)

Digits (pages 91 - 92)

Alphabet (pages 93 - 95)

Counting (pages 96 - 98)

The first three strategies are used whenever a student has difficulty understanding, in almost any conversation. The other strategies are used when a student has difficulty with a word, letter, number, address, or some other kind of specific information.

For each strategy, there are learning activities and practice activities. There are also practice activities that combine more than one strategy. Teachers will use Transparencies 2-4 through 2-11 (where indicated) to show examples of the repair strategies.

LEARNING ACTIVITY: Confirming

READ (OR PARAPHRASE) TO STUDENTS:

Confirming means to check information. You want to be sure that you understood what someone said. You say the information back to the person.

Here is an example of confirming. In this phone conversation Eve wants to be sure she understood what Matthew said. Eve confirmed the information.

READ THE EXAMPLE ON TRANSPARENCY 2-4 TO STUDENTS AND DISCUSS.

Eve confirmed the information about the time and the day. She said, "That's 7:00 on Saturday, right?" Suppose Eve had not heard the information correctly. Then, Matthew would have had a chance to correct her.

PRACTICE ACTIVITY: Confirming

READ THESE SITUATIONS TO STUDENTS. DISCUSS QUESTIONS.

Situation 1

Bob invited you to a party at his house. He said, "My address is 2401 South Elm Avenue." You want to be sure you got the address right.

Question	Possible Answer
You want to confirm the information about the address. What can you say?	You said your address is 2401 South Elm Avenue, right?

Situation 2

You called Nancy to get Karen's phone number. Nancy said, "Karen's phone number is 886-1345."

Question	Possible Answer
You want to confirm the information. What can you say to confirm that you got the phone number right?	Let me repeat that to be sure I heard you right. The phone number is 886-1345.

Situation 3

You invited your friend to sleep over at your house. Your friend said, "I don't have a sleeping bag."

Question	Possible Answer
You want to confirm that you heard that correctly. What can you say to confirm that information?	You said you don't have a sleeping bag, right? You do not have a sleeping bag.

LEARNING ACTIVITY #1: Repeating

READ (OR PARAPHRASE) TO STUDENTS:

Repeating means to say exactly the same thing again.

Here is an example of repeating. Jane is talking to a friend. She has trouble understanding. She asks her friend to repeat.

READ THE EXAMPLE ON TRANSPARENCY 2-5 TO STUDENTS AND DISCUSS.

Jane asked Eve to repeat twice. First, she asked her to repeat the whole sentence. Then, she asked her to repeat a part of a sentence.

LEARNING ACTIVITY #2: Repeating

Ask students to think of phrases they can say to ask people to repeat. Teachers can list the phrases on the board or on a blank transparency. If students have not thought of the following phrases, teachers may want to add them to the list:

To ask someone to repeat, you can say:

Can you repeat that please?

Please repeat that.

Can you say that again please?

I didn't understand that last word. Can you repeat that?

PRACTICE ACTIVITY: Repeating

READ THESE SITUATIONS TO STUDENTS. DISCUSS QUESTIONS.

Situation 1

You are talking to your friend Beth on the telephone. Beth says, Let's go shopping." You didn't understand her. You want her to repeat.

Questions	Possible Answers
1. Ask Beth to repeat. What can you say?	1. I didn't understand. Can you repeat that?
2. If Beth repeats, what will she say?	2. Let's go shopping.

Situation 2

You are talking to your mother on the telephone. Your mother says, "Do you have any homework to do tonight?" You didn't understand her. You want her to repeat.

Questions	Possible Answers
1. Ask Mom to repeat. What can you say?	1. Can you say that again please?
2. If Mom repeats, what will she say?	2. Do you have any homework to do tonight?

LEARNING ACTIVITY #1: Rephrasing

READ (OR PARAPHRASE) TO STUDENTS:

Rephrasing means to say something in a different way. You may change the words that you use. You may change the order of the words, or you may add new information.

Here is an example of rephrasing. Jane is still talking on the phone with Eve. She has trouble understanding again. Jane asks Eve to rephrase.

READ THE EXAMPLE ON TRANSPARENCY 2-6 TO STUDENTS. DISCUSS.

Jane asks Eve to rephrase. Jane says, "Can you say that a different way?" Eve explains more about her question. That helps Jane to understand. You don't always need to add more words when you rephrase, sometimes you just need to use different words.

LEARNING ACTIVITY #2: Rephrasing

Ask students to think of phrases they can say to ask people to rephrase. Teachers can list the phrases on the board or on a blank transparency. If students have not thought of the following phrases, teachers may want to add them to the list:

To ask someone to rephrase, you can say:

I didn't understand you. Can you say that a different way?

I didn't understand. Could you rephrase that?

I don't think I understood you. Could you say that again using different words.

PRACTICE ACTIVITY: Rephrasing

READ THESE SITUATIONS TO STUDENTS. DISCUSS QUESTIONS.

Situation 1

You are talking to your brother, Bob, on the telephone. Bob says, "Don't forget, tomorrow we're cleaning the garage." You don't understand what he says. You want him to rephrase.

Questions	Possible Answers
1. Ask Bob to rephrase. Whay can you say?	1. I didn't understand. Can you say that a different way?
2. If Bob rephrases, what might he say?	2. The garage is a mess. Remember, we agreed to clean it tommorow.

Situation 2

You're talking to another student, Jill, on the telephone. Jill says, "Wow. That was a great party today, wasn't it?" You don't understand her. You want Jill to rephrase.

Questions	Possible Answers
1. Ask Jill to rephrase. What can you say?	1. I don't understand what you mean. Can you rephrase that?
2. If Jill rephrases, what might she say?	2. I really had a good time at the party today. Did you have a good time too?

Situation 3

You are talking to your friend, Alan, on the telephone. You and Alan play on the same basketball team. Alan says, "I'm really looking forward to the game on Saturday." You don't understand him.

Questions	Possible Answers
1. Ask Alan to rephrase. What can you say?	1. I didn't understand. Can you say that a different way?
2. If Alan rephrases, what might he say?	2. The basketball game is on Saturday. I'm excited about it.

COMBINED PRACTICE ACTIVITY: Confirming, Repeating and Rephrasing

Students need opportunities to practice confirming, and asking for repetition and rephrasing. If possible, students should practice the strategies using actual telephones. However, students can also practice with face-to-face conversations where the student is listening to, but not watching, the other person. (The other person might cover his or her mouth by holding up a piece of cardboard.)

Each student should pair up with an adult or another person who can use the repeating and rephrasing strategies. The adult should relay information to the student. Whenever the student does not understand information, he or she should request the adult to repeat or rephrase. Also, whenever the adult does not understand the student, the adult can ask the student to repeat or rephrase. The confirming strategy should be used by both the adult and the student, when necessary.

It is not important at this time to try to have a complete telephone conversation with opening and closing phrases. That practice will come later. To encourage the student to ask for repetitions and rephrasing, the adult may mumble, speak softly, speak quickly or use unfamiliar vocabulary.

Teachers can use some of the following topics for the practice conversations:

- Student has been sick at home for a few days. Student calls teacher to ask for homework assignments.
- Student asks for directions for how to walk to a local store or restaurant.
- Student and adult discuss television show or movie that both have seen recently.
- Student and adult discuss what they did to celebrate their most recent birthdays.
- Student and adult discuss what they did for recent vacations or break periods.
- Student and adult discuss a movie they will go to see together. (Which movie, where it is playing, and when they will see it.)

LEARNING ACTIVITY #1: Spelling

READ (OR PARAPHRASE) TO STUDENTS:

Using the spelling strategy means saying each letter in a word. Suppose you don't understand when someone says the word "baseball." You can ask that person to spell the word, b-a-s-e-b-a-l-l.

Here is an example of the spelling strategy. Frank is talking on the telephone with Tom. Frank has trouble understanding. Frank asks Tom to spell.

READ THE EXAMPLE ON TRANSPARENCY 2-7 TO STUDENTS. DISCUSS.

Frank doesn't understand the name of the street. He asks Tom to spell the name of the street.

LEARNING ACTIVITY #2: Spelling

Ask students to think of phrases they can say to ask people to spell a word. If students have not thought of the following phrases, teachers may want to add them to the list:

To ask someone to spell the word, you can say:

Can you spell that word please?

I didn't understand you, can you spell that please?

Is that word c-a-b-l-e, cable?

PRACTICE ACTIVITY: Spelling

READ THESE SITUATIONS TO STUDENTS. DISCUSS QUESTIONS.

Situation 1

You are talking to your friend, Sharon, on the telephone. Sharon says, "Do you want to go to Sears?" You didn't understand that last word. You want Sharon to spell it.

Questions	Possible Answers
1. Ask Sharon to spell the word. What can you say?	1. Can you spell the last word? I didn't understand it.
2. If Sharon spells the word, what will she say?	2. Sears. S-e-a-r-s.

Situation 2

You are talking to your sister. She says, "Stop at the store and get some milk." You know that she wants you to get something at the store, but you didn't understand the last word. Ask her to spell the word.

Questions	Possible Answers
1. Ask your sister to spell the word. What can you say?	1. What do you want me to get? Spell that word.
2. If your sister spells the word, what will she say?	2. I want you to get milk. M-i-l-k.

Situation 3

You are talking to your dad on the phone. Dad says "OK, you can eat dinner at Michael's house. But I have a phone message for you. Your friend Todd called." You don't know if Dad said "Don" or "Todd." You will ask Dad to spell the name for you.

Questions	Possible Answers
1. Ask Dad to spell the name. What can you say?	1. What name did you say? Can you spell it?
2. If Dad spells the name, what will he say?	2. Todd. T-o-d-d.

LEARNING ACTIVITY #1: Using Code Words

READ (OR PARAPHRASE) TO STUDENTS:

A code word is a word that starts with a certain letter. You think of the code word yourself. A code word for the letter "b" might be "boy" or "birthday."

Here is an example of using code words. Frank is still talking on the phone with Tom. Frank has trouble understanding. Tom and Frank use the code word strategy.

READ THE EXAMPLE ON TRANSPARENCY 2-8 TO STUDENTS. DISCUSS.

Frank has trouble understanding the name of the street. Both Tom and Frank use the code word strategy.

LEARNING ACTIVITY #2: Using Code Words

Students should think of an appropriate code word for each letter of the alphabet. They can write the code words on a large index card. Teachers should review the words that students have selected and suggest changes, if necessary. (Some people think that words with more than one syllable are easier for students to understand. Words should be common so that both the student and the adult will know the word.)

LEARNING ACTIVITY #3: Using Code Words

Ask students to think of phrases they can say to ask people to use code words. If students have not thought of the following phrases, teachers may want to add them to the list:

- To ask someone to use code words, you can say:

  I didn't understand that letter, was that F, as in Frank?

  Was that F as in Frank, or S, as in Sunday?

PRACTICE ACTIVITY: Using Code Words

READ THESE SITUATIONS TO STUDENTS. DISCUSS QUESTIONS.

Situation 1

You are talking to your friend, Marty. Marty says, "On Sunday, let's go skating." You're not sure what day he said. He might have said Sunday, or he might have said Monday. You will ask Marty to use a code word.

Questions	Possible Answers
1. Ask Marty to use a code word. What can you say?	1. I didn't understand which day. Was it Monday, with an M, like maybe?
2. If Marty uses a code word, what might he say?	2. No, I said Sunday, with an S, like in surprise.

Situation 2

You are still talking with your friend, Marty. You say, "OK, let's go skating on Sunday. Why don't we ask Harry to go, too." Marty didn't understand the name that you said. Marty doesn't know if you said "Larry," or "Harry," or "Gary." Marty will ask you to use a code word.

Questions	Possible Answers
1. Marty will ask you to use a code word. What might Marty say?	1. Who did you say that you want to go? Did you say Larry, with an L, as in lucky?
2. If you use a code word, what will you say?	2. No, I said Harry, with an H, like in hello.

Situation 3

You are talking to your mom on the phone. Mom says, "I got a phone call for you earlier. Tom wants you to call him back." You don't know if Mom said "Don" or "Tom."

Questions	Possible Answers
1. Ask Mom to spell the name. What will you say?	1. What name did you say? Can you spell it?
2. If Mom spells the name, what will she say?	2. Tom. T-o-m.
3. Suppose you still don't understand. Ask Mom to use a code word. What can you say?	3. Was that D, as in danger, or T, as in temperature?
4. If Mom uses a code word, what might she say?	4. That was T, as in temperature.

COMBINED PRACTICE ACTIVITY: Spelling and Using Code Words

Each student should pair up with an adult or another person who understands the spelling and code word strategies. Then, the student and the adult can practice relaying information back and forth. Each time the message is not understood, the spelling or code word strategy should be used to clarify the message.

Teachers may want to use some of the following sentences and ideas for possible topics of conversation:

- Pick up some things from the grocery store.
    - chocolate ice cream
    - skim milk
    - half & half
    - cottage cheese
    - white bread
    - five tomatoes
    - one green pepper
    - frozen orange juice
    - a red onion
- Tell me what friends you want to invite to your birthday party.
- Your report card arrived today. Call your grandmother (or grandfather) to tell them what grades you got.
- Call your dad to ask for a ride home from the basketball game. Tell your dad where you will meet him (which part of the school building). Ask your dad if three of your friends can have rides home. Tell him their names. Tell him where they live.
- Your friend was not at school today. She was sick at home. Call her and give her the homework assignments (names of books, page numbers, etc.).

LEARNING ACTIVITY #1: Using Digits

READ (OR PARAPHRASE) TO STUDENTS:

Using the digits strategy means that you count out numbers individually. Many people would say the address 1192 Oak Street as "eleven ninety-two." Using the digits strategy, you say each number individually as "one one nine two."

Here is another example of using the digits strategy. Belinda is talking to her sister, Joyce. Joyce doesn't understand what Belinda says. Joyce uses the digits strategy.

READ THE EXAMPLE ON TRANSPARENCY 2-9 TO STUDENTS. DISCUSS.

Joyce didn't understand the number that Belinda said. Joyce used the digits strategy. Belinda also used the digits strategy in her answer to Joyce.

LEARNING ACTIVITY #2: Using Digits

Teachers should ask students to think of phrases they can say to ask people to use the digits strategy. Teachers can list the phrases on the board or on a blank transparency. If students have not thought of the following phrases, teachers may want to add them to the list:

To ask someone to use the digits strategy,

you can say:

Please say each number.

Can you say the number in that address?

Was that 5-0, fifty? Or 1-5, fifteen?

PRACTICE ACTIVITY: Using Digits

READ THESE SITUATIONS TO STUDENTS. DISCUSS QUESTIONS.

Situation 1

You are talking to Bill on the phone. Bill says, "Can you go on a hike on the 16th?" You don't understand the date. Ask him to use the digits strategy.

Questions	Possible Answers
1. Ask Bill to use the digits strategy. What can you say?	1. I didn't understand the date. Can you say each number?
2. If Bill uses the digits strategy, what will he say?	2. Sixteen. 1-6.

Situation 2

You are talking to your mother on the phone. You called to ask for a ride home from your friend's house. Your mother asks you for the address. You say, "The address is seven-thirteen Arbor Place." Your mother doesn't understand the number you said. She will ask you to use the digits strategy.

Questions	Possible Answers
1. Your mother will ask you to use the digits strategy. What can she say?	1. I didn't understand the number. Can you say each number in the address?
2. If you use the digits strategy, what will you say?	2. The number is 7-1-3.

LEARNING ACTIVITY #1: Using the Alphabet

READ (OR PARAPHRASE) TO STUDENTS:

Using the alphabet strategy means that you say the alphabet from the beginning until you reach the correct letter. For example, if you are talking about the letter "h," you say, "a-b-c-d-e-f-g-h."

Here is another example of using the alphabet strategy. Hank is getting directions from a friend. He doesn't understand what his friend says. He asks his friend to use the alphabet strategy.

READ THE EXAMPLE ON TRANSPARENCY 2-10 TO STUDENTS. DISCUSS.

Hank didn't understand the name of the street. He asked his friend to spell it out with the alphabet strategy. This strategy can take a long time. But if other strategies don't help you to understand, you may want to try it.

LEARNING ACTIVITY #2: Using the Alphabet

Teachers should ask students to think of phrases they can say to ask people to use the alphabet strategy. Teachers can list the phrases on the board or on a blank transparency. If students have not thought of the following phrases, teachers may want to add them to the list:

To ask someone to use the alphabet strategy, you can say:

Please say the alpabet until you reach the correct letter.

Was that G? a-b-c-d-e-f-g?

PRACTICE ACTIVITY: Using the Alphabet

READ THESE SITUATIONS TO STUDENTS. DISCUSS QUESTIONS.

Situation 1

You are talking to your father on the phone. He wants you to pick up some crackers at the store on the way home. But he wants a special kind of cracker. He says they're called Top's Crackers. You don't understand the name of the cracker. Ask your dad to use the alphabet strategy.

Questions	Possible Answers
1. Ask Dad to use the alphabet strategy. What can you say?	1. What was the name of the cracker? Say the alphabet and stop when you reach the right letter.
2. If Day uses the alphabet strategy, what will he say?	2. a-b-c-d-e-f-g-h-i-j-k-l-m-n o-p-q-r-s-t. a-b-c-d-e-f-g-h-i-j-k-l-m-n o. a-b-c-d-e-f-g-h-i-j-k-l-m-n o-p.

Situation 2

You are talking to your friend, Alice, on the phone. You say, "I got a cat for my birthday." Alice isn't sure if you said cat or bat. She asks you to use the alphabet strategy.

Questions	Possible Answers
1. Alice asks you to use the alphabet strategy. What can she say?	1. I didn't understand what you got for your birthday. Was it a cat or a bat? Can you say the alphabet and stop at the correct letter?
2. If you use the alphabet strategy, what will you say?	2. a-b-c.

LEARNING ACTIVITY #1: Counting

READ (OR PARAPHRASE) TO STUDENTS:

Using the counting strategy means to count out numbers, starting with zero, until you reach the right number.

Here is an example of the counting strategy. Hank is getting his friend's phone number. He doesn't understand the whole phone number. Hank asks his friend to use the counting strategy.

READ THE EXAMPLE ON TRANSPARENCY 2-11 TO STUDENTS. DISCUSS.

Hank didn't understand part of the phone number. He asked his friend to use the counting strategy. Then he repeated the numbers back to his friend to confirm the information.

LEARNING ACTIVITY #2: Counting

Ask students to think of phrases they can say to ask people to use the counting strategy. If students have not thought of the following phrases, teachers may want to add them to the list:

To ask someone to use the counting strategy,

you can say:

Please start at zero and count to the correct number.

Was that 5? 0-1-2-3-4-5?

PRACTICE ACTIVITY: Counting

READ THESE SITUATIONS TO STUDENTS. DISCUSS QUESTIONS.

Situation 1

You are talking to your dad on the phone. You are telling him the phone number of your friend's house. That way, he will know how to reach you. You say, "The number is 424-8731." Dad doesn't understand the last two numbers. He asks you to use the counting strategy.

Questions	Possible Answers
1. Dad asks you to use the counting strategy. What can he say?	1. I didn't understand the last two numbers. Can you start at zero and count to the correct number?
2. If you use the counting strategy, what will you say?	2. 0-1-2-3. 0-1.

Situation 2

Your friend, Jeff, calls to invite you to a party. You ask him what time the party will start. He says 6:30. You're not sure that you understood the time. You ask him to use the counting strategy.

Questions	Possible Answers
1. Ask Jeff to use the counting strategy. What can you say?	1. What time did you say? Can you count to the correct numbers, starting at zero?
2. If Jeff uses the counting strategy, what will he say?	2. 0-1-2-3-4-5-6. 0-1-2-3. 0.

COMBINED PRACTICE ACTIVITY: Using Digits, the Alphabet and Counting

Students need opportunities to practice using the digits, alphabet and counting strategies. As with previous practice sessions, they should pair up with an adult or another person who is familiar with the strategies.

These three strategies will probably be used most often in situations where the student must relay precise information, such as addresses, phone numbers, dates, times, and names. Several suggestions are listed below for students to practice relaying information. However, teachers should feel free to add their own information, including local street names, local telephone exchanges, and even the names, addresses and telephone numbers of students in the class. Remember, the major purpose of this practice is to give the students an opportunity to use the digits, alphabet, and counting strategies. The adult must be sure that the communication breaks down at some point so the student has an opportunity to use the strategies.

Suggested Practice Items

Addresses	Phone Numbers
2502 Clark Street	870-1142
111 Apple Road	936-8220
1850 16th Street	299-5410
10 South Kilmer Street	733-8166
606 Arizona Avenue	266-7812

Names	Times
Shirley Smythe	Ten in the morning
Alissa Tang	2:00 on Saturday afternoon
Herb Barrett	3:30 on Monday afternoon
Al Money	Noon on Saturday
Louise Hector	Wednesday night at 7:45

EVALUATION ACTIVITY #1: Using All Strategies

Students can now be evaluated on their use of repair strategies. They should not be expected to use all the strategies, but students should know enough strategies to be able to repair any conversational breakdowns that occur. Students will probably have a few favorite strategies that work well for them. They should be able to change strategies if a particular repair strategy fails to work for them.

To evaluate students' abilities to use repair strategies, teachers can choose one of the following situations, or devise a situation of their own. Teachers should relay the information to the student. The student can write down the information, or repeat it back to the teacher.

Real telephone handsets should be used for this activity. However, it is not important to have a full telephone conversation, with opening and closing phrases. Students will practice those skills in the next section.

An evaluation checklist is included for this activity. Students should be able to understand all or most of the information relayed by the teacher (question #1 on the checklist) before proceeding to activities in Section 6.

Situation 1:

Ask the student to stop at the grocery store and pick up the following items:

2 loaves of bread
one dozen eggs
one gallon of milk
one pint of cream
one can of corn
chocolate chip cookies
ice cream (choice of flavor)
3 tomatoes
celery
a frozen pizza

Situation 2:

Several of the student's classmates stopped by the house to say hello. The student is at a neighbor's house. Call the student. Tell the student the names of the classmates who are waiting at the house.

Pick 4-5 names of the student's classmates or friends.

Situation 3:

Pretend to be a friend of the student. The student is coming to visit at your house. Call the student to give directions to your house.

Choose a local address with streets and neighborhoods that the student will recognize.

Situation 4:

Pretend to be a friend of the student. The two of you will meet to go shopping. You will go to a store the student has not gone to before. Decide when and where you will meet. Give the student directions to get there.

Choose a local store that the student has not shopped at before.

EVALUATION ACTIVITY #2: Listing Strategies

Students can complete page 8 in the Student Workbook by listing the eight repair strategies they have learned.

EVALUATION CHECKLIST - REPAIR STRATEGIES

1. The student understood:

_____ all of the information

_____ most of the information (75% or more)

_____ some of the information (50%)

_____ a little of the information (25%)

_____ none of the information

2. When the conversation broke down, the student attempted to use a repair strategy.

____ most of the time

____ sometimes

____ rarely

3. Student used or requested the following repair strategies:

_____ Confirming

_____ Repeating

_____ Rephrasing

_____ Spelling

_____ Code words

_____ Digits

_____ Alphabet

_____ Counting

4. If a repair strategy did not work the first time, the student:

_____ tried the same strategy again

_____ tried a different strategy

_____ came back to that information later

_____ ended the conversation

SECTION 6: PRACTICE CONVERSATIONS

In the previous sections students should have learned to:

- interpret sound signals
- discriminate opening phrases
- comprehend pre-recorded messages
- use repair strategies

This section will give students an opportunity to combine all these skills in practice conversations. Students should participate in many practice conversations on the telephone. Some conversations can be between two students, some conversations can be with the teacher, and some conversations should be with people outside the classroom. Conversations can be evaluated with the Teacher Checklist for Voice Conversations, included at the end of this section. Basic procedures for phone conversations were introduced in Section 6 of "TDD Communication." These may need to be reviewed at this time.

By the end of this segment of instruction, it is expected that students will be able to make some outside calls. However, it may be helpful for students to start by calling other individuals in their school building. This way, students will have a greater chance for successful conversations because the adults will be more likely to help them through the conversation. Adults in the building should be contacted to let them know that students may call them.

PRACTICE ACTIVITY: Using All Skills in Practice Conversations

Possible topics for practice conversations are listed on the next page. Teachers and students may want to add other situations that are appropriate for their needs.

The Teacher Checklist for Voice Conversations can be completed after each practice conversation. Teachers and students should discuss the telephone conversation after it has been completed. The Checklist can be used to guide these discussions and to monitor student progress. Students have mastered voice communication when they have achieved a rating of mostly effective or very effective on the Teacher Checklist.

Topics for Practice Conversations

- Ask your friend to come and visit you.
- Invite your friend to a party.
- Ask your friend to go to a movie with you.
- Call a sick friend to say hello.
- Call a friend to get a homework assignment that you missed.
- Tell your friend about your summer vacation.
- Tell your friend about your weekend trip.
- Call a friend to get another friend's phone number.
- Call a friend to talk about your new puppy.
- Call several adults at school to do a survey. Ask them questions like:

  Are you hearing or hard-of-hearing?
  How many times a day do you use the phone?
  What kinds of problems do you have with telephone calls?
  Do you know of places where they have amplifiers in telephone receivers?
  Do you use a telephone amplifier at home?
  When you have trouble understanding people on the telephone, what kinds of strategies do you use?

- Call a library/store/office to find out the days and times it is open.
- Call your school to find out when the next Parent-Teacher's meeting is.
- Call the museum to find out if they have interpreted tours for the deaf.
- Practice making emergency phone calls for the following situations:

  Your house is on fire.
  Someone had an accident in your house and needs a doctor.
  There was a car accident outside your house.
  You see smoke coming from a neighbor's house.

- Call a movie theatre to check the times for the show you want to see.
- Call your mom or dad to come and pick you up at a friend's house.
- Call your mom or dad to ask permission to eat dinner at a friend's house.
- Call your mom or dad to explain that you will be coming home late from school.

Teacher Checklist for Voice Conversations

Student Name: ______________________ Date: ____________________

Teacher: __________________

Person Called: ____ teacher ____ adult ____student

Situation: ____

____

1. Student interpreted sound signals appropriately.

____ Yes ____ No Problems? __________________________________

2. Student identified self.

____ Yes ____ No ____ Not necessary

3. Student used repair strategies when necessary.

____ Yes ____ No Problems? __________________________________

4. Repair strategies used or requested:

_____ Confirming
_____ Repeating
_____ Rephrasing
_____ Spelling
_____ Code Words
_____ Digits
____ Alphabet
____ Counting

5. Student used an alternate repair strategy, when necessary.

____ Yes ____ No Problems? __________________________________

6. Student used closing phrase.

____ Yes ____ No ____ Not Necessary

7. Overall rating of student's telephone conversation:

___ not effective
___ partly effective
___ effective about half the time
___ mostly effective
___ very effective

SECTION 7: EVALUATION

The previous section should have provided students with many opportunities to practice speaking and listening skills on the telephone. The activity below is suggested for final evaluation of a student's voice communication skills on the telephone.

EVALUATION ACTIVITY: Evaluating Voice Communication Skills

For this activity, teachers will need to decide two things: who the student will call, and what information will be relayed or obtained in the phone call. Teachers should chose one of the following options when determining who the student will call. The best option is presented first.

- Call a familiar adult outside the school.
- Call an adult in the school building.
- Call the teacher (if no other options are available).

For the topic of the call, teachers can choose a situation from the list in Section 6 of this unit, or teachers can create their own situation. Students will be required to either:

Call someone and relay specific information.

OR

Call someone and obtain specific information.

The success of the student's call should be judged by how well the student relays or obtains the specified information. An evaluation checklist is provided for teachers to document the success of the student's phone call.

FINAL EVALUATION: Voice Communication Skills

Student Name: ______________________ Date: ________________

Teacher: ______________

Person Called: ____ teacher ____ adult ____ student

Situation: ____

____

1. Student interpreted sound signals appropriately.

____ Yes ____ No Problems? ______________________________

2. Student identified self.

____ Yes ____ No ____ Not Necessary

3. Student used repair strategies when necessary

____ Yes ____ No Problems? ______________________________

4. Repair strategies used or requested:

____ Confirming ____ Spelling _____ Alphabet
____ Repeating ____ Code Words _____ Counting
____ Rephrasing ____ Digits

5. Student used an alternate strategy, when necessary.

____ Yes ____ No Problems? ______________________________

6. Student used closing phrase.

____ Yes ____ No ____ Not Necessary

7. Did student obtain/relay specified information?

____ Yes ____ No Problems? ______________________________

Appendix A - AUDITORY GOALS

Code Systems - Prerequisite Auditory Skills

To be considered a candidate for working on telephone code systems, students should be able to discriminate one of the following classifications of sounds from the Kendall School Auditory Skills Guide:

A2	Suprasegmental Features (long/short, loud/soft, high/low)
A3	Non-linguistic Sounds (environmental sounds)
A4	Single Words

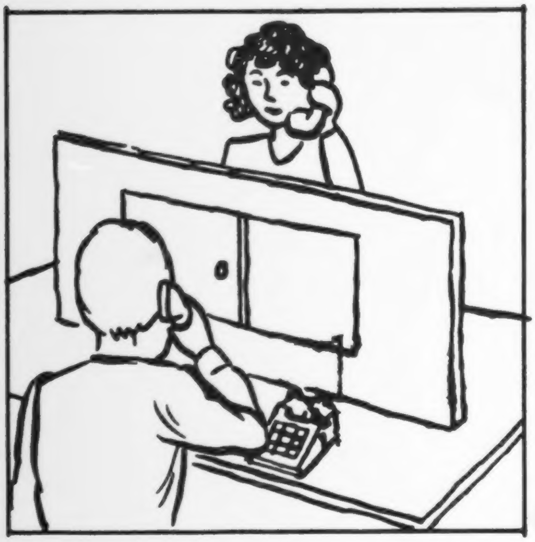
Voice Communication - Prerequisite Auditory Skills

To be considered a candidate for using speaking and listening skills on the telephone, students should be able to discriminate one of the following classifications of sounds from the Kendall School Auditory Skills Guide:

A4	Single Words
A5	Familiar Phrases
A6	Details in Sentences
A7	Connected Sentences

Appendix B - EQUIPMENT OPTIONS

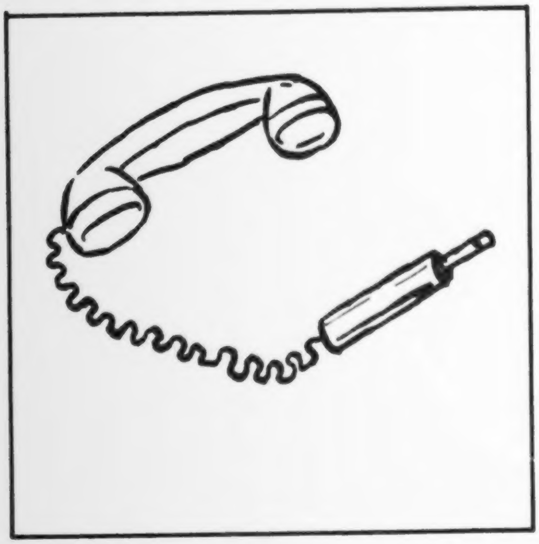
Option 1:



Two standard telephones, connected to regular phone lines, separated by a moveable screen.

This option will probably require special installation. The two phones must have different numbers so students can dial the other phone and get a ringing or busy signal.

Option 2:



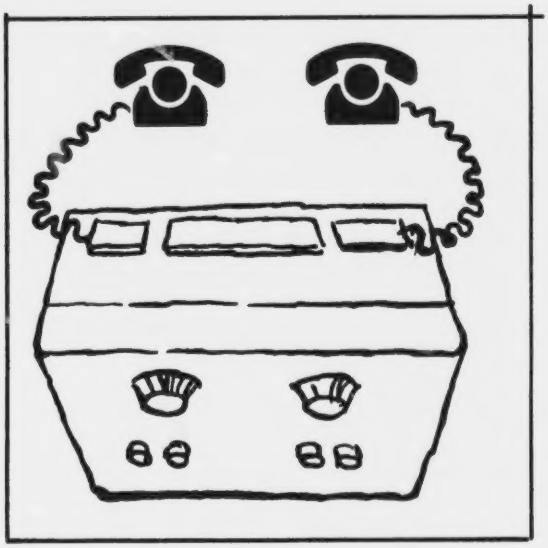
Telephone handset connected to tape recorder.

A standard telephone handset can be modified to plug into the headphone jack of a tape recorder or Language Master. This allows the student to listen to recorded tapes. (The student will not be able to record through the telephone's microphone with this arrangement.) This modification procedure will only work with telephone handsets that do not have a built in amplifier.

To modify the cord of the telephone handset:

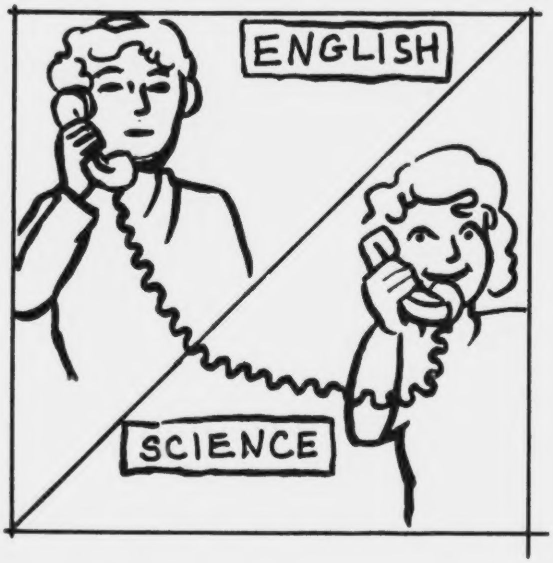
- cut through the end of the telephone code, exposing 4 inner wires
- attach red and green wires to leads of a standard ¼ inch headphone plug

Option 3: Teletrainer System



The teletrainer can be obtained on loan from most local telephone companies. It consists of two telephones which are connected to each other. The phones can be used for listening to telephone signals, as well as for voice and TDD communication.

Option 4:

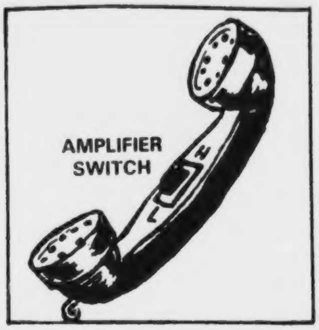


Two standard telephones in separate rooms. This option is probably available at all schools. However, it requires the uninterrupted use of two phone lines during student practice periods, which may be bothersome to the office personnel whose lines are being used.

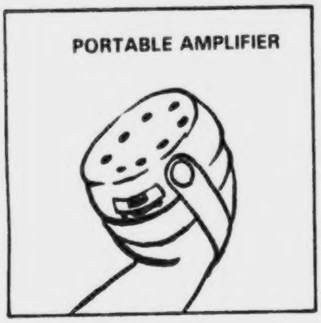
Teachers who are not familiar with telephone amplifiers, or "T" and "M" switches on hearing aids, should read the following information.

Telephone Amplifier

Most telephone companies can provide telephone receivers with built-in amplifiers. The receivers will have a small dial with numbers. The caller can increase the volume of what is heard through the telephone by turning the dial to a higher number. When the dial is at zero, the phone is not providing extra amplification.

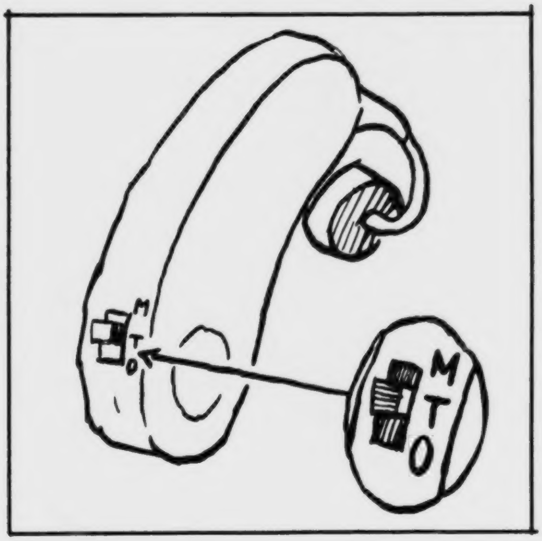


If a built-in telephone amplifier is not available or feasible, a person may want to purchase a portable amplifier. The portable amplifier will attach over the regular telephone receiver. It also has a small dial with numbers to adjust the volume. A battery is needed to make the amplifier work. Portable telephone amplifiers are available through hearing aid dealers, and at some electronics and stereo stores.



Hearing Aid Settings

Most hearing aids have a switch with an "M" setting and a "T" setting. The "M" stands for microphone. When the hearing aid is set in the "M" position, it means that the hearing aid microphone is turned on and is picking up sounds in the environment. This is the normal setting that children use most of the time. The "T" setting on the hearing aid stands for telecoil. When the hearing aid is set in the "T" position, a small coil in the aid is turned on. This coil picks up the magnetic field generated by the telephone receiver. The hearing aid changes the magnetic energy back to sound energy. When the hearing aid is in the "T" position, the microphone is turned off. The microphone will not pick up sounds around the student. The student will only hear the sounds produced by the telephone receiver. (Some telephone receivers do not produce a magnetic field and are not compatible with hearing aid telecoils. The telephone company has brochures that explain compatibility.)

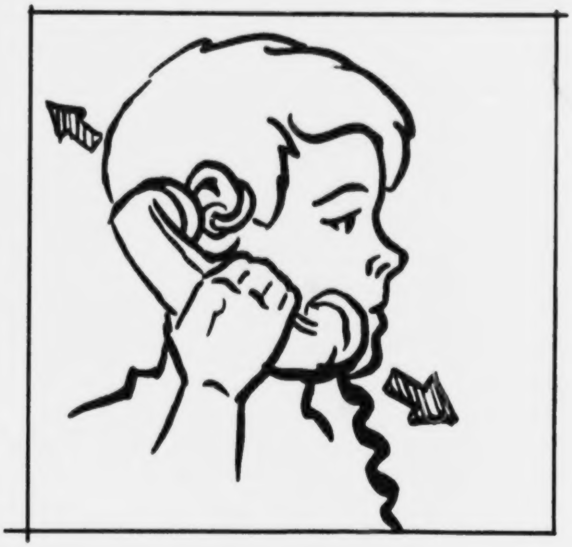


Some hearing aids have a setting called "TM" or "B." With this setting the student can use the telecoil and the microphone at the same time. The "B" stands for "both."

Position of the Telephone Receiver

Students using hearing aids, will not hold the telephone receiver up to their ears as a hearing person does. When a student uses the "M" setting on the aid, he or she should hold the telephone receiver near (but not touching) the microphone of the hearing aid. Different hearing aids have different locations for the microphone. The student should learn where his or her microphone is, and will need to practice different locations of the telephone receiver to find the best way to direct sound toward the microphone.

A student who uses the "T" setting, should hold the telephone receiver next to (and touching) the hearing aid. The student should move the telephone receiver around and try several different positions to determine the best location for sound transmission.



Appendix D - DIAL YOUR WAY TO TELEPHONE INFORMATION

Pre-recorded messages in the
Washington, D.C. area
(Updated February, 1984)

Time	844 and any four numbers
Weather	936 and any four numbers
Chesapeake Bay Boating Forecast	899-3210
Two-day weather forecast for 10 eastern cities	899-3244
Two-day weather forecast for 10 western cities	899-3249
Pilot Information - Washington National Airport	521-3017
Dial Safeway (Grocery Store)	723-3929
Fairfax County Public Schools (News and lunch menus)	691-2294
Dial New Trition (discusses nutrition information)	986-9116
Carlos Van Leer - A Maryland Activist	652-1556
Audobon Society - Voice of the Naturalist	652-1088
Dial-a-Story, D.C. Public Library	638-5717
D.C. Board of Trade (Tourist Information)	737-8866
National Capital Park Service (Dial-a-park)	426-6975
Fairfax Hospital Telefax (news, employee's birthdays, menus)	698-3374

Appendix D (Cont'd)

Wayson's Bingo Line	627-4424
Dial-your-family Bible	829-5100
Other Religious Messages (sponsored by local churches)	229-2022, 347-7378, 270-9000, 347-4341, 568-8580, 737-8822, 338-1240
Holy Cross Hospital (Job openings)	588-7676
Republican Senate Cloakroom	224-8601
Democratic Senate Cloakroom	224-8541
Daily Schedules of the President	456-2343
Schedule of the First Lady	456-6269
Vienna Virginia Newsline (government events)	938-4499
Fairfax City News (government events)	273-1776

Student Name ______________________

VOICE COMMUNICATION
STUDENT RECORD

Sections	Date Started	Date Completed	Needs More Practice
1. Listening Arrangements			
2. Sound Signals			
3. Code Systems			
4. Taped Messages			
5. Repair Strategies			
6. Practice Conversations			
7. Evaluation			

Teacher's Name: ______________________

School Year: ______________________

VOICE COMMUNICATION
CLASS RECORD

Student Names	Listening Arrangements 1	Sound Signals 2	Code Systems 3	Taped Messages 4	Repair Strategies 5	Practice Conversations 6	Evaluation 7

/ = Section Started
X = Section Completed

Unit
3

Telephone Books

USING THE TELEPHONE BOOK

Overview

This unit provides a sequence of activities to teach students to find information in telephone books. It is divided into the following sections:

1. Alphabetizing Review
2. Contents of a Telephone Directory
3. The White Pages
4. The Blue Pages
5. The Yellow Pages
6. TDD Directories
7. Guide Words
8. Summary Activities
9. Evaluation

This unit is appropriate for all students who are learning telephone skills. Although students should know how to alphabetize before beginning the unit, a short alphabetizing review is provided in the first section.

Rationale

In this unit, students will learn about phone books as they locate information within the directories. Activities in the student workbook provide sample pages from phone directories with questions for students to answer. Many students will require more examples. Teachers are encouraged to create similar activities using their own local phone directories.

The activities in this unit were based on a review of several local phone books. In some areas of the country, phone directories may be organized in a different format. Teachers should revise activities accordingly.

SECTION 1: ALPHABETIZING REVIEW

Students should know how to alphabetize before beginning this unit. The activities in this section are provided as a brief review of alphabetizing. They may also be used to detect individual student weaknesses. Most of the materials for activities in this section are located in the student workbook.

PRACTICE ACTIVITY #1: Do You Know the Alphabet?
(in Student Workbook, page 11)

In this activity, students will complete the alphabet by writing the letter that comes before, writing the letter that comes after, and writing the letters that come before and after.

PRACTICE ACTIVITY #2: Finding Last Names
(in Student Workbook, page 12)

This activity can be completed individually or in small groups. Each group of students will need a phone book and page 12 in the Student Workbook. Students should think of a last name for each letter of the alphabet. If they can't think of a name, they can use the phone book to find a name. When all groups have finished the lists, the teacher can review the letters of the alphabet and ask students to share their names with the rest of the class.

PRACTICE ACTIVITY #3: Using Name Cards

Teachers make card sets with a different name on each card. Sets may include last names, first names, names of businesses, and so on.

Using cards from a single set, the teacher passes one card to each student in the class. Two students are picked to show the names on their cards. Then all students determine which name comes first and which comes second (in alphabetical order). Students with names on their cards that fall between the two names should show their cards. Students can put the entire group of names in alphabetical order. The activity can be repeated several times with each set of cards.

PRACTICE ACTIVITIES #4 - #7: Putting Names in Order

(Student Workbook, pages 13 - 14)

These activities can be completed individually or in small groups. Teams can compete against each other, or against time. Activities are arranged in approximate order of difficulty, as follows:

#4: Help the Coach
Alphabetize names that start with different letters.

#5: Students Named "Brown"
Alphabetize names. All last names are Brown. First names are different.

#6: Help the Coach Again
Alphabetize names. All last names start with letter "M."

#7: Help the Teacher
Alphabetize names. All last names start with the letters "St".

PRACTICE ACTIVITY #8: Making a Directory

Students can practice alphabetizing skills by making a telephone directory of the students in the class. They should collect all the names and phone numbers, alphabetize them, and make individual copies of the list. Students will be asked to make a more complete telephone directory at the end of this unit.

SECTION 2: CONTENTS OF A TELEPHONE DIRECTORY

LEARNING ACTIVITY: Discovering the Organization of Phone Books

With this activity, students will discover what is in the directory and where to find it. Students should be divided into small groups. Each group should have access to different kinds of telephone directories: white pages, yellow pages, blue pages (if locally available), and TDD directories. Each group should complete the checklist on page 15 of the Student Workbook, by placing checks in the appropriate columns. Students can refer to the directories to help them find the answers.

When all groups have finished the task, answers can be compared and discussed by the entire class. Teachers can make an overhead transparency from page 15 of the Student Workbook, and fill in the correct answers as they are discussed. Correct responses to the Student Checklist are indicated on the next page.

The following information should be emphasized as students review and discuss their answers:

1. White pages - list home phone numbers, some government offices, and some businesses. Sometimes white pages are divided into two sections, one for home numbers and one for businesses.
2. Yellow pages - list businesses and include ads for some of the businesses.
3. Blue pages - list government agencies and other public services.
4. TDD directories - list TDD numbers for homes and businesses.
5. White pages usually don't indicate if the phone number has a TDD available.

	White pages	Yellow pages	Blue pages	TTY/TDD directory
1. John Smith (a hearing person)	X			
2. Public Library			X	
3. Pet Store	X	X		
4. Amtrak (railroad)	X	X		
5. John Smith (a deaf person with a TDD)	X			X
6. Hospital	X		X	
7. School for the deaf	X		X	X
8. Restaurant	X	X		
9. Hearing aid dealer	X	X		
10. Greyhound Bus Lines (TDD number)	X	X		X

SECTION 3: THE WHITE PAGES

LEARNING ACTIVITY: Using the White Pages

There are several questions about the telephone book white pages on pages 17 - 19 of the Student Workbook. Students should answer these questions in their workbooks. Then, teachers should review the answers with the whole class, as a group discussion. Through this activity, students should discover the following information.

The White Pages:

- Are in alphabetical order, last name listed first.
- Sometimes use people's initials instead of their full first names.
- Include addresses.
- Usually have listings by a parent's first name (not a child's first name).
- Include home phone numbers and business phone numbers (sometimes in two separate sections of white pages).

Answers to Student Workbook questions

1. Student's last name, student's first name.
2. 744-9612. (B.)
3. 232-5151.
4. 856-9364.
5. 522-9843.
6. Snack Time Pizza 856-4101
   Smothers & Sons Hardware 522-2800

SECTION 4: THE BLUE PAGES

LEARNING ACTIVITY: Using the Blue Pages

There are several questions about the telephone book blue pages on page 21 of the Student Workbook. Students who have blue pages in their local phone books should answer these questions. Then, teachers should review the answers with the whole class, as a group discussion. Through this activity, students should discover the following information:

The Blue Pages:

- are in categories, like Emergency, Hospitals, Schools
- are in alphabetical order within categories
- are only for telephone numbers for government and other public services

Teachers can ask students to answer some of the questions again, using their own local blue pages.

Answers to Student Workbook questions:

1. 555-1144
2. 911
3. 427-8990
4. 544-7642

SECTION 5: THE YELLOW PAGES

LEARNING ACTIVITY: Using the Yellow Pages

There are several questions about the telephone book yellow pages on page 23 of the Student Workbook. Students should answer these questions in their workbooks. Then, teachers should review the answers with the whole class, as a group discussion. Through this activity, students should discover the following information.

The Yellow Pages:

- Are categorized by product or service.
- Are alphabetical by the name of the business, within categories.
- Include large advertisements for some businesses.
- Include addresses.
- May include specific information about what a store specializes in and when it is open.

Teachers can ask students to answer some of the questions again, using their own local yellow pages.

Answers to Student Workbook questions:

1. 1510 Arizona Avenue, 998-0770
2. The Animal Cage, 533-9868
3. Tiny World, 998-4400
4. Mertz Toy Store

LEARNING ACTIVITY: Using a TDD Directory

One telephone directory lists TDD numbers for the United States and other countries. It's called the TDI International Directory (Telecommunications for the Deaf, Inc.). Several questions about the TDI Directory are on pages 25 - 26 of the Student Workbook. Students should answer these questions in their workbooks. Then, teachers should review the answers with the whole class, as a group discussion. Through this activity, students should discover the following information.

Listings in the TDI Directory:

- Are categorized by state or country.
- Include different categories of listings, such as: Residential, Emergency, Religious, Professional, Business, Government, Schools and Colleges, and Vocational and Rehabilitation Agencies.

Teachers can ask students to answer other questions, using a local TDD Directory.

Answers to Student Workbook questions:

1. Montana, Nebraska
2. Business, Government, School & College, Vocational Rehabilitation
3. Susan Hatten 342-7891, Tom Yonkers 675-3492, Philip Sneed 229-7562, Helen Rasmussen - not listed
4. Post Office 445-6564, Library 445-2442
5. 998-6443

SECTION 7: GUIDE WORDS

LEARNING ACTIVITY #1: Guide Words in the White Pages
(in Student Workbook, pages 27 - 28)

Students will learn the function of guide words in the white pages of the phone book. They should complete the Workbook questions and check their answers with the teacher.

Answers to Student Workbook questions:

1. Hill
2. Hines
3. Yes

LEARNING ACTIVITY #2: Guide Words in the Yellow Pages
(in Student Workbook, pages 29 - 30)

Students will learn the function of guide words in the yellow pages of the phone book. They should complete the Workbook questions and check their answers with the teacher.

Answers to Student Workbook questions:

1. Fabric
2. Fans
3. No

LEARNING ACTIVITY #3: Guide Words in the TDI Directory
(in Student Workbook, page 31)

Students will learn the function of guide words in the TDI Directory. They should complete the Workbook questions and check their answers with the teacher.

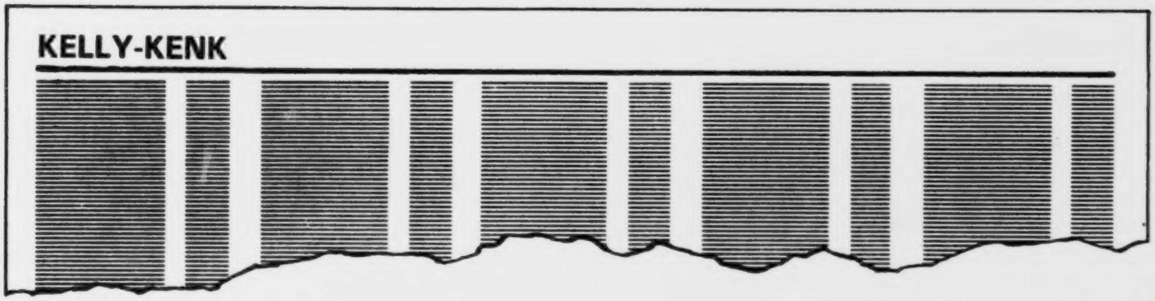
Answers to Student Workbook questions:

1. Missouri, Montana, Nebraska
2. No
3. Yes

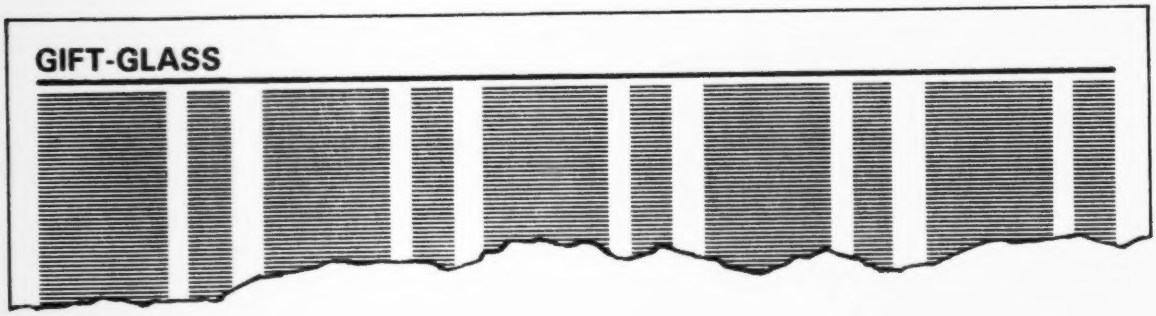
PRACTICE ACTIVITY: Guide Words - Summary

Students will practice locating names by using guide words. They should complete pages 32 - 35 of the Student Workbook, and check their answers with the teacher. Student answers may be reviewed as a group discussion, so other students can learn from student errors.

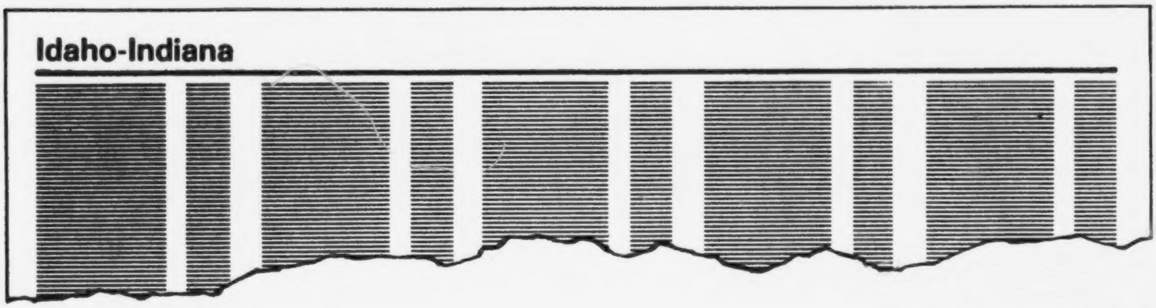
Answers to Student Workbook questions:



	On this page	Before this page	After this page
Kelly, Sarah	X		
Steele, Terry			X
Funn, Delia		X	
Kemp, Thomas	X		
Jefferson, Ann		X	
Kennedy, Mark			X



	On this page	Before this page	After this page
Gift shops	X		
Florist		X	
Guitar			X
Golf			X
Glass-Auto	X		
Fabric		X	


Idaho-Indiana

	On this page	Before this page	After this page
New York			X
Indiana	X		
Florida		X	
Idaho	X		
Kentucky			X

SECTION 8: SUMMARY ACTIVITIES

Five summary activities are provided for students on pages 36 - 38 of the Student Workbook. These activities allow students to practice their skills with telephone books by finding information in local phone books and by creating their own phone directory. Teachers should add other questions and activities that ask students to locate specific information in their local phone books.

SECTION 9: EVALUATION

After completing the activities in this unit, students should be able to use phone books to look up at least two numbers in each of the following categories:

- friend's numbers

- stores

- government agencies

- TDD numbers

Teachers should make their own test by selecting specific names from the categories listed above. Students should use their own local phone books to independently locate information.

Unit
4

MANNERS FOR PHONERS
By ETTA KETT

Telephone Etiquette

TELEPHONE ETIQUETTE

Overview

This unit is divided into two sections and provides activities to teach students the folowing telephone behaviors:

SECTION 1: Things you do for All Telephone Conversations

- Planning your conversation.
- Checking the phone number.
- Allowing time to answer.
- Identifying yourself.
- Answering the phone.

SECTION 2: Things You Do for Some Telephone Conversations

- Handling wrong numbers.
- Responding to answering machines.
- Telling people to hold.
- Leaving a message.

Rationale

Telephone etiquette involves learning rules. The rules state how to have more effective telephone conversations. All the rules in this unit apply to both voice and TDD conversations.

Students should create their own list of the rules of telephone etiquette. By discovering the rules themselves, they will be more likely to remember them. This unit provides materials that will help students discover rules, and help them learn what happens when they don't follow the rules.

Organization of Materials

Each Learning Activity in this unit focuses on one rule of telephone etiquette. Before writing the rule of etiquette, students are shown four sample telephone conversations on transparencies. The first conversation is an example that demonstrates the appropriate behavior. The other three conversations include both appropriate and inappropriate behaviors for the students to discuss. Following each conversation, students are asked whether the conversation showed appropriate or inappropriate behavior. When students have finished discussing all four of the conversations, they should be ready to write an appropriate rule of telephone etiquette in their workbooks. They will develop ten rules by the end of the unit.

Procedures

1. Display first transparency (example conversation).
2. Read the example.
3. Discuss the example.
4. Have students write appropriate questions in their workbooks.
5. Display transparency with Situation 1.
6. Ask students, "Is this the right way to ____________?"
7. Discuss the answer in the Teacher's Guide.
8. Follow the same procedures with Situations 2 and 3.
9. Have students write a rule of telephone etiquette.

SECTION 1: THINGS YOU DO FOR ALL TELEPHONE CONVERSATIONS

LEARNING ACTIVITY #1: Planning Your Conversation

DISPLAY TRANSPARENCY 4-1. DISCUSS.

This example shows the right way to plan a telephone conversation. This person thought about these two questions:

- What do I want to say on the telephone?
- Do I need any more information before I make the phone call?

Write these two questions on page 41 of your workbook. Ask yourself these questions when you want to plan a telephone conversation.

READ SITUATIONS 1, 2, and 3. DISCUSS QUESTIONS.

Situation 1

(Transparency 4-2)

Question	Answer
Is this the right way to plan a conversation? Why?	No. Dory didn't plan anything to to say. She didn't have a reason to call Ann. Sometimes you can call friends without having a specific reason, just because you enjoy talking with them. But you should at least think of a few topics that you might like to discuss.

Situation 2

(Transparency 4-3)

Question	Answer
Is this the right way to plan a conversation? Why?	Yes. Darryl thought about what he wanted to ask Ed. He thought about information that he might need to tell Ed, or things that Ed might ask him. He thought it over before he made the phone call.

Situation 3

(Transparency 4-4)

Question	Answer
Is this the right way plan a conversation? Why?	No. Before you call to make an appointment, you should think about possible times that might be good or bad for you. Then you will not waste time.

HAVE STUDENTS CREATE A RULE ABOUT PLANNING CONVERSATIONS.

STUDENTS CAN WRITE THE RULE ON PAGE 41 OF THEIR WORKBOOKS.

LEARNING ACTIVITY #2: Checking the Phone Number

DISPLAY TRANSPARENCY 4-5. DISCUSS.

This example shows the right way to check the phone number. Before dialing a phone number, a person can ask:

- Do I need to look up the number in the phone book?

Write this question on page 41 of your workbook. Ask yourself this question before you make a phone call.

READ SITUATIONS 1, 2, and 3. DISCUSS QUESTIONS.

Situation 1

(Transparency 4-6)

Question	Answer
Is this the right way to check a phone number? Why?	No. If you are not sure of a number, you should check it before dailing. That way you won't get wrong numbers like this person did.

Situation 2

(Transparency 4-7)

Question	Answer
Is this the right way to check a phone number? Why?	No. This is the same as Situation 1. If you are not sure of a number, you should check it first to avoid getting a wrong number and wasting time and money.

Situation 3

(Transparency 4-8)

Question	Answer
Is this the right way to check a phone number? Why?	Yes. It helps to have your own personal address book with telephone numbers. That way when you want to check a number, you don't have to look through the big telephone directory.

HAVE STUDENTS CREATE A RULE ABOUT CHECKING PHONE NUMBERS.

STUDENTS CAN WRITE THE RULE ON PAGE 41 OF THEIR WORKBOOKS.

LEARNING ACTIVITY #3: Allowing Time to Answer

DISPLAY TRANSPARENCY 4-9. DISCUSS.

This example shows the right way to allow time for the person to answer the phone. This person asked himself:

- Did I let the phone ring 8-10 times?

Write this question on page 42 of your workbook. Ask yourself this question when you want to allow time for the person to answer the phone.

READ SITUATIONS 1, 2, and 3. DISCUSS QUESTIONS.

Situation 1

(Transparency 4-10)

Question	Answer
Is this the right way to allow time to answer? Why?	Yes. Sometimes the TDD is not ready to be used. Sometimes it has to be plugged in. Sometimes people have to get the TDD from a shelf or a drawer. If the phone stops ringing, you know that someone has answered it. Then, be sure to allow plenty of time for that person to set up the TDD and to say hello.

Situation 2

(Transparency 4-11)

Question	Answer
Is this the right way to allow time to answer? Why?	Yes. This situation shows another reason why it may take someone a long time to get to the phone. But, if Bill had hung up right away, he would not have been able to talk with his mother.

Situation 3

(Transparency 4-12)

Question	Answer
Is this the right way to allow time to answer? Why?	No. Maybe Melissa was home, but she was not near the phone. Two rings is not enough to allow Melissa to get to the phone and answer it.

HAVE STUDENTS CREATE A RULE ABOUT ALLOWING TIME TO ANSWER THE PHONE.

STUDENTS CAN WRITE THE RULE ON PAGE 42 OF THEIR WORKBOOKS.

LEARNING ACTIVITY #4: Identifying Yourself

DISPLAY TRANSPARENCY 4-13. DISCUSS.

These examples show correct ways to identify yourself. The first example shows how you can identify yourself on the TDD. The second example shows how you can identify yourself with voice communication on the phone. These people thought about this question:

- Did I tell the other person my name?

Write this question on page 42 of your workbook. Ask yourself this question when you use the telephone. You should identify yourself at the beginning of the telephone conversation.

READ SITUATIONS 1, 2, and 3. DISCUSS QUESTIONS.

Situation 1

(Transparency 4-14)

Question	Answer
Is this the right way to identify yourself? Why?	No. Bob identified himself correctly, but David started typing his message into the TDD immediately, without letting Bob know who was calling. It is especially important to identify yoursellf right away when using a TDD because the other person can't try to guess who it is by recognizing your voice. If you have a common first name, like David, you may also need to state your last name. In this situation, Bob probably knew more than one David.

Situation 2

(Transparency 4-15)

Question	Answer
Is this the right way to identify yourself? Why?	Yes. Both Melissa and Sherry identified themselves immediately. Maybe Melissa would have recognized Sherry's voice and maybe not. Sometimes people sound the same on the phone. "Hi Melissa" might not be enough words for Melisssa to figure out that Sherry was calling her. So Sherry didn't try to make Melissa guess. She immediately identified herself.

Situation 3

(Transparency 4-16)

Question	Answer
Is this the right way to identify yourself? Why?	No. When the caller asked if Bob Jenkins was there, Bob should have said, "Yes, this is Bob Jenkins." By just saying "Yes", Bob confused the caller. It was all right for Bob to answer the phone with just "hello." But after the caller has had a chance to say something, Bob should identify himself as soon as possible.

HAVE STUDENTS CREATE A RULE ABOUT IDENTIFYING YOURSELF ON THE TELEPHONE.

STUDENTS CAN WRITE THE RULE ON PAGE 42 OF THEIR WORKBOOKS.

LEARNING ACTIVITY #5: Answering the Phone

DISPLAY TRANSPARENCY 4-17. DISCUSS.

These examples show the right way to answer the telephone. One shows how to answer the phone using your voice, and the other example shows how to answer the phone using a TDD. These people thought about two questions:

- Did I use a polite opening phrase? ("Hi," "Hello," "Good Morning")
- Do I want to identify myself?

Write these questions on page 43 of your workbook. Ask yourself these questions when you answer the telephone. You may not want to identify yourself immediately when you answer the phone. But you should identify yourself within the first few sentences.

READ SITUATIONS 1, 2, 3, and 4. DISCUSS QUESTIONS.

Situation 1

(Transparency 4-18)

Question	Answer
Is this the right way to answer the phone? Why?	No. She did not say "hi" or "hello." By only typing GA, she seems rude.

Situation 2

(Transparency 4-18)

Question	Answer
Is this the right way to answer the phone? Why?	No. This person did not say "hi" or "hello." Answering "What do you want?" makes it sound like the person is being bothered or interrupted.

Situation 3

(Transparency 4-19)

Question	Answer
Is this the right way to answer the phone? Why?	Yes. The person said "hello." You don't always have to identify yourself in the first sentence when you answer the phone, but you should identify yourself in the first few sentences.

Situation 4

(Transparency 4-19)

Question	Answer
Is this the right way to answer the phone? Why?	Yes. This is a standard phrase that people use when answering the phone with a TDD. Ray identified himself and typed GA to show the other person it is his turn to to type.

HAVE STUDENTS CREATE SEVERAL PHRASES THAT THEY WILL USE TO ANSWER THE PHONE.

STUDENTS CAN WRITE THE PHRASES ON PAGE 43 OF THEIR WORKBOOKS.

SECTION 2: THINGS YOU DO FOR SOME TELEPHONE CONVERSATIONS

LEARNING ACTIVITY #1: Handling Wrong Numbers That You Call

DISPLAY TRANSPARENCY 4-20. DISCUSS.

This example shows a good way to handle a wrong number. The boy stated the number that he thought he dialed. He said:

- I'm trying to call 779-2143. Did I reach that number?

Write these sentences on page 44 of your workbook. Use sentences like these when you reach a wrong number.

READ SITUATIONS 1, 2, and 3. DISCUSS QUESTIONS.

Situation 1

(Transparency 4-21)

Question	Answer
Is this the right way to handle a wrong number? Why?	Yes. This person remembered to state the number he thought he dialed.

Situation 2

(Transparency 4-22)

Question	Answer
Is this the right way to handle a wrong number? Why?	No. This person did not state the number he thought he dialed. When he dialed again he reached the same person and bothered him with a wrong number again.

Situation 3

(Transparency 4-23)

Question	Answer
Is this the right way to handle a wrong number? Why?	No. This person did not state the number before he hung up.

HAVE STUDENTS CREATE A RULE ABOUT HANDLING WRONG NUMBERS.

STUDENTS CAN WRITE THE RULE ON PAGE 44 OF THEIR WORKBOOKS.

LEARNING ACTIVITY #2: Handling Wrong Numbers When Someone Calls You

DISPLAY TRANSPARENCY 4-24. DISCUSS.

This example shows a correct way to handle a wrong number when someone calls you. This person asked:

- What number were you calling?

Write this question on page 44 of your workbook. Use this question when someone calls you with a wrong number.

READ SITUATIONS 1, 2, and 3. DISCUSS QUESTIONS.

Situation 1

(Transparency 4-25)

Question	Answer
Is this the right way to handle a wrong number? Why?	No. Bonnie should have asked the person what number he was calling. Instead, she hung up right away.

Situation 2

(Transparency 4-26)

Question	Answer
Is this the right way to handle a wrong number? Why?	Yes. This person asked what number the other person was calling. The caller also appropriately tried to get more information by stating the full name of the person he was calling for.

Situation 3

(Transparency 4-27)

Question	Answer
Is this the right way to handle a wrong number? Why?	No. Betty should have asked Don what number he was trying to reach.

HAVE STUDENTS CREATE A RULE ABOUT HANDLING WRONG NUMBERS.

STUDENTS CAN WRITE THE RULE ON PAGE 44 OF THEIR WORKBOOKS.

LEARNING ACTIVITY #3: Responding to Answering Machines

DISPLAY TRANSPARENCY 4-28. DISCUSS.

This example shows a good way to respond to a telephone answering machine. This person asked himself:

- Did I state my name, my phone number, and the reason for my call?

Write this question on page 45 of your workbook. Ask yourself this question when you have to respond to a telephone answering machine.

READ SITUATIONS 1, 2, and 3. DISCUSS QUESTIONS.

Situation 1

(Transparency 4-29)

Question	Answer
Is this the right way to respond to an answering machine?	No.
Why?	When you hang up, the person does not know that you called. If you leave some kind of message, the person will probably call you back.

Situation 2

(Transparency 2-29)

Question	Answer
Is this the right way to respond to an answering machine?	Yes.
Why?	Kathy identified herself; she stated her phone number; and she asked the person to call her back.

Situation 3

(Transparency 4-30)

Question	Answer
Is this the right way to respond to an answering machine?	Yes.
Why?	Barbara identified herself. She didn't say her phone number, but she seems to know the person well. It might not be necessary for her to leave her number.

HAVE STUDENTS CREATE A RULE ABOUT RESPONDING TO ANSWERING MACHINES.

STUDENTS CAN WRITE THE RULE ON PAGE 45 OF THEIR WORKBOOKS.

LEARNING ACTIVITY #4: Telling People to Hold

DISPLAY TRANSPARENCY 4-31. DISCUSS.

This example shows a good way to tell someone to hold. Fran knew that she would have to leave the phone for a minute to get Ron. She told the person to hold by saying, "PLS HD". She asked herself this question:

- Did I tell the other person that I will be away from the phone?

A person might use phrases like, "Please hold on," "Please hold for a minute," "Can you hold?" Write these sentences on page 45 of your workbook. Use sentences like these when you need to leave the phone for a minute.

READ SITUATIONS 1, 2, and 3. DISCUSS QUESTIONS.

Situation 1

(Transparency 4-32)

Question	Answer
Is this the right way to tell somenone to hold? Why?	Yes. Ann explained that she would have to ask her Mom something, then she said, "hold on a minute."

Situation 2

(Transparency 4-33)

Question	Answer
Is this the right way to tell someone to hold? Why?	No. Jerry went to get Jill, but he didn't explain that to Suzanne. He should have said he would go and get her, and then he should have typed PLS HLD. Instead, Suzanne was wondering if she got cut off or if something was wrong with her TDD.

Situation 3

(Transparency 4-34)

Question	Answer
Is this the right way to tell someone to hold? Why?	Yes. This person said, "Please hold", and explained that the reason was that the other line was ringing.

HAVE STUDENTS CREATE A RULE ABOUT TELLING PEOPLE TO HOLD.

STUDENTS CAN WRITE THE RULE ON PAGE 45 OF THEIR WORKBOOKS.

LEARNING ACTIVITY #5: Leaving A Message

DISPLAY TRANSPARENCY 4-35. DISCUSS.

This example shows a good way to leave a message. Jill thought about these two questions:

- Did I tell the person my name?

- Did I tell the person my phone number?

Write these questions on page 46 of your workbook. Think about these questions when you need to leave a message.

READ SITUATIONS 1, 2, and 3. DISCUSS QUESTIONS.

Situation 1

(Transparency 4-36)

Question	Answer
Is this the right way to leave a message? Why?	No. The person calling did not leave a name. Because it was a TDD call, Jack has no way of knowing who to say had called.

Situation 2

(Transparency 4-37)

Question	Answer
Is this the right way to leave a message? Why?	Yes. Marie had already identified herself, so it was OK to say, "Tell her that I called." Marie could have left her number, but she seemed to be sure that Melissa would know it.

Situation 3

(Transparency 4-38)

Question	Answer
Is this the right way to leave a message? Why?	No. It's usually a good idea to leave a message. That way, the person can get back in touch with you. If you keep calling someone, but you don't leave a message, that person will never know how hard you've been trying to reach her.

HAVE STUDENTS CREATE A RULE ABOUT LEAVING MESSAGES.

STUDENTS CAN WRITE THE RULE ON PAGE 46 OF THEIR WORKBOOKS.

Unit
5

Operator Assistance

OPERATOR ASSISTANCE

Overview

In this unit, activities are provided to help students learn about two operator services: finding phone numbers, and connecting phone calls. The unit is divided into the following sections:

1. Finding Phone Numbers
2. Connecting Phone Calls
3. Evaluation

Operators can also be helpful in making long distance calls. However, elementary school students are usually not allowed to make long distance calls without supervision. We have not covered procedures for long distance calls in this unit.

Selecting Students for this Unit

Students should not use activities in this unit until they have mastered the skills in the previous four units.

SECTION 1: FINDING PHONE NUMBERS

Some telephone operators provide telephone numbers. They are called directory assistance operators and are reached by dialing 411. These operators are hearing. A second group of operators can provide information for TDD calls. They are reached by calling a TDD number. The following activities help the students learn about these two kinds of operators.

LEARNING ACTIVITY #1: Calling 411

READ (OR PARAPHRASE) TO STUDENTS:

Sometimes you need help making a phone call. There are people at the phone company who can help you with some problems. These people are called operators. Operators can help with two kinds of problems. They can help you find phone numbers, and they can help to connect phone calls.

Story 1

Nancy wants to call her new friend, Beth. Beth and her family recently moved to the town where Nancy lives. Nancy knows that Beth's phone number will not be listed in the telephone book yet. How can Nancy find Beth's phone number?

Nancy decides to call an operator who has information about phone numbers. Nancy can use speaking and listening skills on the phone, so she will talk to the operator. Nancy dials 411. On Transparency 5-1 you see her conversation with the operator.

DISCUSS THESE QUESTIONS.

(List student answers on a blank transparency.)

Questions	Answers
1. What was Nancy's problem?	1. She couldn't find a phone number
2. What number did Nancy dial?	2. 411
3. When the operator answered the phone, what did the operator say?	3. "Directory Assistance"
4. Why did the operator say, "Directory Assistance"?	4. This service from the phone company is called Directory Assistance. That's because the operator assists you in finding things that should be listed in the directory.
5. Think of some times when you might need to call Directory Assistance (411)?	5. - When I don't have a telephone book. - When I can't find a phone number in my phone book. - When someone just moved to town and the phone number isn't in the directory yet. - Other student responses.

LEARNING ACTIVITY #2: Calling the TDD Operator

READ (OR PARAPHRASE) TO STUDENTS:

Story 2

Jim can't find his TDI directory. He wants to call the bus company to find out when his friend's bus will arrive. He knows that they have a TDD number at the bus company. How can he get that phone number?

Jim decides to call the TDD operator. He looks in the front of the local phone book to find the number for the TDD operator. The number is 800-855-1155. Jim dials the number. On Transparency 5-2 you will see his conversation with the operator.

DISCUSS THESE QUESTIONS.

Questions	Answers
1. What was Jim's problem?	1. He couldn't find a phone number.
2. Was Jim's problem the same as Nancy's problem? (from Story 1)	2. Yes, they both had trouble finding a phone number.
3. What number did Jim dial to get help?	3. 800-855-1155
4. Is this phone number listed in the front of your local phone book?	4. Yes. (TDD operator's number should be in the first few pages of most phone books).

5. Is that the same number that Nancy dialed in the first story?	5. No
6. Why do you think Jim dialed a different number than Nancy did?	6. Jim is using a TDD. He needs help from a TDD operator. Nancy was using speaking and listening on the phone. She needs help from an operator who uses voice communication.
7. The TDD operator uses many abbreviations (short ways to spell words). Look at Transparency 5-2 again. Find the abbreviations. What does each abbreviation mean?	7. OPR = Operator U = You Q = ? GA = Go Ahead NBR = Number PLS = Please HD = Hold SKSK = Signing off, stop key, send kill, goodbye
8. Think of some times when you might need to call the TDD operator to find a number.	8. - If I don't have a TDD directory. - When I can't find a number in the TDD directory. - When I want to find out if a store or office has a TDD. - Other student responses.

LEARNING ACTIVITY #3: Writing Summary Statements

HAVE STUDENTS COMPLETE THE FOLLOWING STATEMENTS IN THEIR WORKBOOKS (p. 49)

1. When I can't find a phone number, I can get help by calling the ___________.
   (Operator)

2. With voice communication, I can reach the operator by dialing ______________.
   (411)

3. With a TDD, I can reach the operator by dialing _____________________________.
   (800 855-1155)

PRACTICE ACTIVITY: Calling the Operator To Find a Number

Now students are ready to practice calling a simulated operator. Students should not be able to see the "operator" and they should be using a real telephone, if possible. The teacher, another adult, or another student can pretend to be the operator, using one of the following suggested formats:

- Students divide into pairs. One student plays the caller, the other plays the operator. After several practice phone calls, the roles are reversed.

- The teacher plays the operator. Each student has an opportunity to call and ask for a number. The practice situation is performed in front of the class. After the call has been completed, student observers discuss the phone call.

- An adult plays the operator. Students and adults pair up to do several practice phone calls.

The student materials for this activity are located on page 50 of the Student Workbook. In addition, names and phone numbers that the operator will use are listed on the next page. (Teachers may want to generate their own list of names and numbers.)

Procedures

1. Select several names and places from the list on the the next page. Each student should have a different group of names.
2. Tell students whether they will use voice or TDD.
3. Provide examples of conversations with an operator (Transparencies 5-1 and 5-2).
4. Role-play the phone call.
5. Give students feedback on their performance.
6. Check information in Student Workbooks.
7. If some students have difficulty, team them up with students who have done well.

Phone Numbers for Practice Activity

Names

Linda Bailey	299-1245
Sam Brown	844-1523
Carol Funt	265-1127
Cynthia Holder	786-1489
Carl Holmes	945-2110
Jasmine Hooper	766-2184
Jerry Jones	288-4175
Harriet Koston	844-7127
Eileen Punt	299-8640
Tom Smathers	292-8146

Places

Amtrak Ticket Office	211-1212
Dr. Gaston	786-4511
Greyhound Bus Lines	488-2000
Memorial Library	844-1200
Mercy Hospital	299-2100
Sutherland's Men's Store	289-5252
Vocational Rehabilitation Office	844-2144

SECTION 2: CONNECTING PHONE CALLS

Another important function of operators is to provide assistance in completing calls. In the following activities, students will learn to use both the TDD operator and the "0" operator when they have problems connecting calls.

LEARNING ACTIVITY #1: Calling the TDD Operator

READ (OR PARAPHRASE) TO STUDENTS:

Sometimes you need help to connect a phone call. There is an operator who can help. You may never need help connecting a call; but if you do, you should know which operator to call.

Here is a story about a boy named Chris. He has trouble with a phone call.

Story 3

Chris has been trying to call a doctor's office using his TDD. Nothing happens when he dials the number. He doesn't see a ringing signal or a busy signal, or anything. He re-checks the number in the TDD Directory and dials again. But still, there is no response. What can Chris do now?

Chris decides to call the TDD operator to ask for help. He dials the number for the TDD operator, 800-855-1155. On Transparency 5-3 you will see his conversation with the operator.

DISCUSS THESE QUESTIONS.
(List student answers on a blank transparency.)

Questions	Answers
1. What was Chris' problem?	1. He couldn't connect a phone call.
2. Was Chris' problem the same as the problem in Story 1 or Story 2?	2. No, in Story 1 and 2 the girl and boy needed help in finding phone numbers. Chris needed help connecting a call.
3. What number did Chris call?	3. 800-855-1155
4. Was that phone number the same one that was used in Story 1 or Story 2?	4. Yes, it was the same number that Jim used in Story 2.
5. Why do you think that Chris dialed the same number that Jim did?	5. Because they both used TDD's to make their phone calls.

LEARNING ACTIVITY #2: Dialing "0" for Operator

READ (OR PARAPHRASE) TO STUDENTS:

Story 4

Barry is trying to reach his friend Todd. Every time Barry dials Todd's number, he hears a funny noise. It's not a ringing sound and it's not a busy signal. Barry decides to call the operator to ask for help. Barry uses speaking and listening skills on the phone, so he can talk to the operator. To reach the operator Barry dials "0." On Transparency 5-4 you will see his conversation with the operator.

DISCUSS THESE QUESTIONS.

Questions	Answers
1. What was Barry's problem?	1. He couldn't connect a phone call.
2. Was Barry's problem the same as Chris' problem in Story 3?	2. Yes, both boys had trouble connecting phone calls.
3. What phone number did Barry dial?	3. O
4. Is that the same number that Chris dialed in Story 3?	4. No
5. Why do you think Barry dialed a different number?	5. Barry uses voice communication to talk to the operator.

LEARNING ACTIVITY #3: Writing Summary Statements

HAVE STUDENTS COMPLETE THE FOLLOWING STATEMENTS IN THEIR WORKBOOKS (page 51)

1. Operators can help with two kinds of problems.

   They can help ______________________________ and
   (finding phone numbers)

   They can help ___________________________________.
   (connecting phone calls)

2. I need help to find a phone number. I will call the operator.

   With voice communication, I will dial ____________.
   (411)

   With a TDD, I will dial __________________________.
   (800-855-1155)

3. I need help to connect a call. I will call the operator.

   With voice communication, I will dial ____________.
   (0)

   With a TDD, I will dial __________________________.
   (800-855-1155)

PRACTICE ACTIVITY: Calling the Operator To Connect a Call

To practice calling the operator, select one of the following three formats. (These formats are described in more detail in Section One of this unit.)

- Students divide into pairs. One plays the caller and one the operator.
- Students take turns calling the operator (played by the teacher). Other students can watch and critique the conversation.
- An adult plays the operator and pairs up with individual students.

The student materials for this activity are located on pages 52-55 of the Student Workbook. Information for the person playing the operator is located in the Teacher Guide.

This activity requires students to make practice phone calls to a pretend operator, asking for assistance in completing a call. All students should attempt Situations 1 and 2, using a TDD. Students who can use voice communication on the phone should also try Situations 3 and 4. (Teachers may want to create additional situations.)

Procedures

1. Tell each student which situations he or she will use.

2. Provide examples of conversations with an operator. (Transparencies 5-3 and 5-4)

3. Role-play the phone call.

4. Give students feedback on their performance.

5. Check information in Student Workbooks.

6. Students who have difficulty should repeat the practice situations. They may be assisted by students who have been successful with their phone calls.

7. Use the four practice situations as material for a group discussion. Select a student to summarize the problem in Situation #1. Select another student to tell the operator's explanation for the problem. Continue through all four problem situations.

Information for Operators Who Are "Connecting the Call"

Situation 1 (TDD)	Operator's Explanation (busy circuits)
You tried to call a friend. You saw a light signal that you didn't understand. It isn't a ringing signal, and it isn't a busy signal. The light is flashing on and off very quickly. Call the operator to ask for help with this call.	"Please wait. I will try to connect the call." (The operator gets the same signal the student did.) "That signal is a busy circuit signal. That means that there are not enough phone lines to handle all the calls right now. Please wait and try the call again later."

Situation 2 (TDD)	Operator's Explanation (recorded message)
You tried to call someone. The ringing signal stopped, and the light started to flash like someone talking. Then the light stopped. You pushed one of the keys, so the person could hear the TDD noise. But nothing happened. You checked the number in the phone book and called again. The same thing happened. First, a light signal that looks like someone talking, and then nothing. this is supposed to be a TDD number. Call the operator to ask for help.	"I will try the number for you. Please hold." "That number is being answered by a recorded message. The messsage says that the phone number has been changed. The new number is 899-5342."

Situation 3 (Voice)	Operator's Explanation (number out of service)
You tried to call a friend. Someone else answered the phone and you didn't recognize her voice. You couldn't understand most of what she said. She talked very fast. You tried to ask her to repeat, but you got no answer. Maybe it was a recorded message on the phone. Call the operator to ask for help.	"Please wait and I'll try to connect the call." (The operator also gets the recorded message.) "The message says that this number is out of service. There is no further information about this phone number."

Situation 4 (Voice)	Operator's Explanation (busy circuits)
You tried to call a friend. You heard a sound signal that you didn't understand. It's not a ringing sound and it's not a busy signal. It's a fast beeping sound, on and off, on and off. Call the operator to ask for help.	"Please wait and I'll try to connect your call." (The operator gets the same signal that the student got.) "That signal is a busy circuit signal. That means that there are not enough phone lines to handle all the calls right now. You can try the call again later."

SECTION 3: EVALUATION

This final section will provide teachers with activities for evaluating students' skills in using operator assistance. Several role-playing situations are suggested; however, teachers are also encouraged to create their own situations, specific to their students. All situations should be role-played with the teacher playing the operator.

Criteria for Passing

To complete this unit, students should successfully perform one role-play situation from each of the two categories: Finding Phone Numbers, (Situations 1-5), and Connecting Phone Calls (Situations 6-9). Students who can use voice communication on the phone should role-play voice situations as well as TDD situations.

How to Use Evaluation Materials

The following pages contain descriptions of the role-play situations. Teachers should copy the descriptions for student use. Copies can be attached to large index cards and laminated. Then, students can write answers on the cards during the role-plays. (For Situations 6-9, the Teacher Information column should be masked with a sheet of paper when copying.)

Some of the situations have blank spaces for teachers to fill in names and places familiar to the students. Situations 1-4 can be adapted so that students can call actual operators to request assistance.

Evaluation Activities - Finding Phone Numbers

Situation 1 (TDD)

You want to know if your library has a TDD phone number. You don't have a TDD directory. Call the operator to get the phone number. Give the operator the name of your library, and the town the library is in.

What is the operator's number? ____________________________

Does your library have a TDD phone number? ________________

If yes, what's the number? ________________________________

Situation 2 (TDD)

You want to call your friend, __________________________ .
(name)

He has a TDD. but you can't find your TDI directory, to look up his number. Call the operator to get _____________'s number.

What is the operator's number? _____________________________

What is your friend's TDD phone number? ____________________

Situation 3 (Voice or TDD)

You need to call your friend, ________________ and tell
(name)
her that you will be late. You go to a phone booth. Someone stole the phone book! You will have to call the operator to get your friend's phone number.

Are you using TDD or voice communication? _________________

What is the operator's number? ____________________________

What is your friend's phone number? _______________________

Situation 4 (Voice)

You look in the phone book for the phone number for ____________, a local store. You can't find the phone number. You will call the operator for help.

What is the operator's number? ____________________________

What is the phone number of the store? ____________________

Situation 5 (Voice)

Amy Sutton is new in town. Her number is not in the phone book yet. You want to call Amy. Get her number from the operator.

What is the operator's number? ___________________________

What is Amy Sutton's phone number? _______________________

Evaluation Activities - Connecting Phone Calls

STUDENT INFORMATION	TEACHER INFORMATION
Situation 6 (TDD) You are trying to call a friend with your TDD. But something is wrong. After you dial the first three numbers of his phone number, the light signal starts showing a strange pattern. That means the phone must be making a funny noise. Call the operator to help you with this problem. What is the operator's number? ___________________	Operator's Response "The funny noise coming from the phone is called the mis-dial signal. It means that there is no such combination of numbers as the first three numbers that you dialed. You should check the three numbers and dial again."

STUDENT INFORMATION	TEACHER INFORMATION
Situation 7 (TDD) You are calling the number for the local library. But no one is answering the number with a TDD. You just keep seeing irregular flashes from the signal light, which means that someone is talking into the phone. Call the operator for help. What is the operator's number? ____________________	Operator's Response "The library is closed now. They have an answering machine to answer the phone. it looks like someone is talking because the recorded message on the answering machine is playing. You will have to call the library when it is open again."
Situation 8 (Voice) You are trying to call a friend. After you dial her number, nothing happens. No ringing signal, no busy signal, nothing. Call the operator to help you. What is the operator's number? ____________________	Operator's Response "I don't know why you had a problem connecting the call. I have dialed the same number and it is ringing now. I will connect you with that number."

STUDENT INFORMATION	TEACHER INFORMATION
Situation 9 (Voice) You are trying to call a store. After you dial the first three numbers you hear a funny sound. It's like someone playing two tones, back and forth, back and forth, quickly. You've never heard that sound before. Call the operator to ask for help. What is the operator's number? ____________________	Operator's Response "That funny sound is called the misdial signal. The phone makes that sound when you have dialed a number that does not exist. Check the first three numbers of the phone number again."

ADDITIONAL INFORMATION FOR STUDENT ENRICHMENT

In some areas of the country there are special operator services for the deaf. These services help deaf people make calls to hearing people who don't have TDD's. Special operators translate the information between the deaf caller's TDD and the voice communication used with the hearing caller. A deaf student might call this service to report an emergency, make a doctor's appointment, answer an advertisement, or give a message to a hearing friend.

ACTIVITY: Students can look for special operator services in their local area. If special services are available, students can contact the service by phone and ask for information. Then, students can make a bulletin board or special listing of what services are available, using brochures or stories they have written about the service.

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RING FLASH

STUDENT WORKBOOK

TELEPHONE SKILLS FOR
DEAF AND HARD OF HEARING
STUDENTS

RING FLASH

TELEPHONE SKILLS FOR DEAF AND HARD OF HEARING STUDENTS

STUDENT WORKBOOK

Written By: David Deyo
Instructional Design By: Margaret Hallau
Art & Graphics By: Richard Chiarizia

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Ring/Flash Student Workbook

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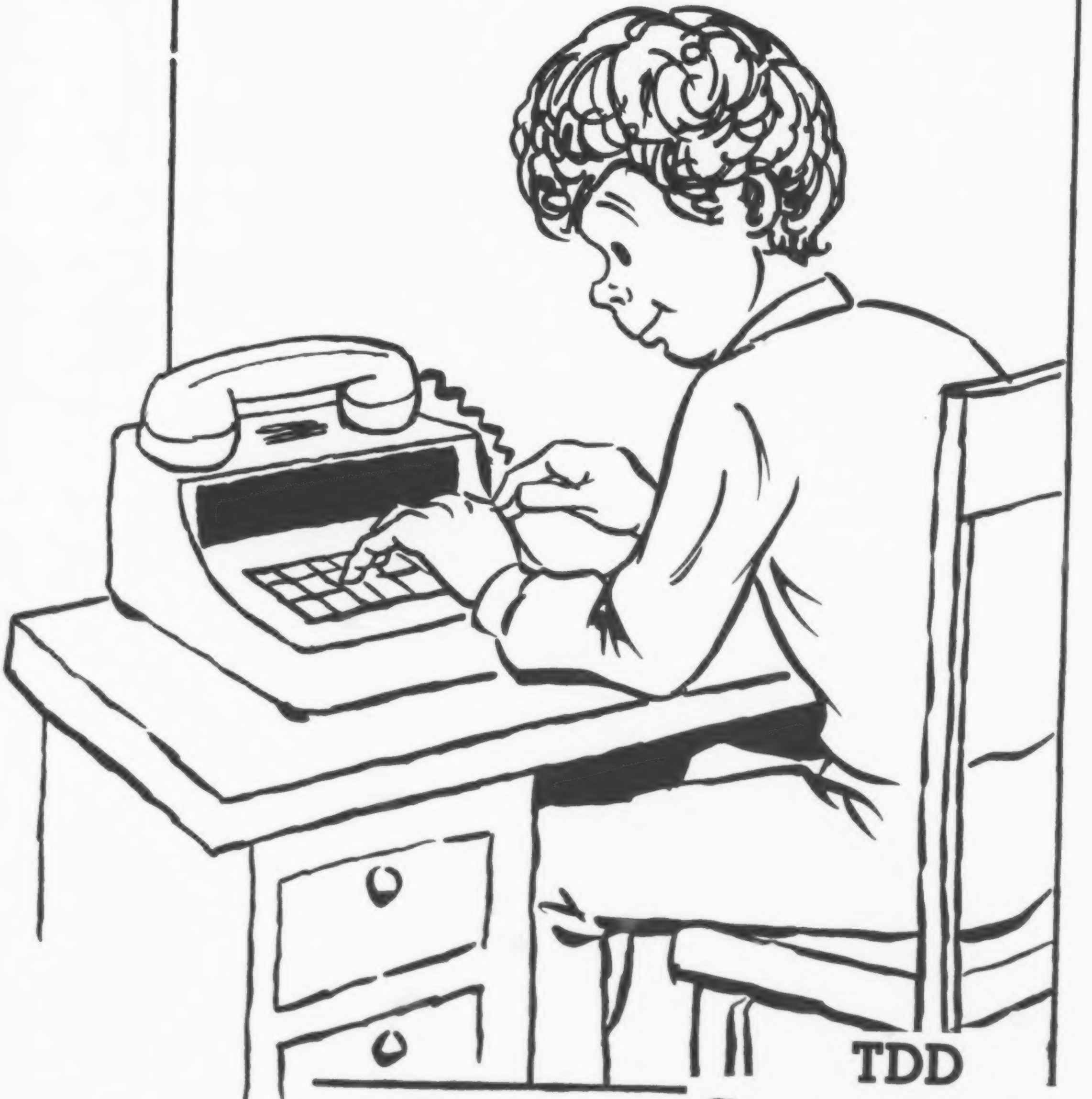
Student Workbook activities are explained in the Ring/Flash *Teacher Guide.*

Unit
1



TDD Communication

Basic Procedures

There are three procedures you should use for every TDD conversation. Write the three procedures here:

1. ______________________________

2. ______________________________

3. ______________________________

Repair Strategies

You use repair strategies when communication on a TDD is not clear. You learned two repair strategies. List the names of the strategies. Explain what they mean.

	Name of Strategy	Meaning
1.	____________________	____________________
		____________________
		____________________
		____________________
2.	____________________	____________________
		____________________
		____________________
		____________________

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Unit 2

Voice Communication

Listening on the Telephone

You will practice listening to taped messages on the telephone. Then, you should answer these questions about how you hear on the phone.

1. I hear best with:
    ____ my right ear
    ____ my left ear

2. I hear best with:
    ____ "M" setting on hearing aid
    ____ "T" setting on hearing aid
    ____ other setting on hearing aid ______________________
    (write setting)
    ____ no hearing aid

3. I set my hearing aid at: ______________________
    (write volume setting)

4. I hear best with:
    ____ a telephone amplifier ______________________
    (write volume setting)
    ____ no telephone amplifier

Repair Strategies

You use repair strategies when you have trouble understanding someone talking on the phone. You learned eight repair strategies. List names of the eight strategies:

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________

Unit
3

Telephone Books

Do You Know the Alphabet?

Here is the alphabet.

Write in the missing letters.

__ B __ __ E
F __ __ I __
K __ __ __ O
P __ R __ __
U __ __ X __ __

Write the letter that comes before.

__ B
__ C
__ G
__ L
__ M
__ Q
__ T
__ X

Write the letter that comes after.

B __
D __
H __
K __
M __
P __
U __
Y __

Write the letters that come before and after.

__ C __
__ H __
__ K __
__ L __
__ P __
__ S __
__ U __
__ Y __

Finding Last Names

Write a last name for each letter of the alphabet. The first one has been written for you. You can use a phone book to find last names.

A **Anderson** ____________
B ____________________
C ____________________
D ____________________
E ____________________
F ____________________
G ____________________
H ____________________
I ____________________
J ____________________
K ____________________
L ____________________
M ____________________
N ____________________
O ____________________
P ____________________
Q ____________________
R ____________________
S ____________________
T ____________________
U ____________________
V ____________________
W ____________________
X ____________________
Y ____________________
Z ____________________

Help the Coach!

The school basketball coach made a list of players on the basketball team. He listed them by last names and he wrote their phone numbers next to their names. Now he wants to list them in alphabetical order to make a phone directory. Can you help the coach put the following names in alphabetical order?

Morrel, Jim	798-3452
Forth, Thomas	988-0987
Trane, Chris	462-9034
Ackerman, Jon	898-3349
Scott, Sonny	995-0927
Hirt, Brian	798-0304
White, Darrel	576-3419
Thomas, Kurt	354-2384

Students Named "Brown"

In Becky's school there are 6 students who have the last name Brown. One of the students is her little brother, Billy. Can you put all six of these students' names in alphabetical order? You have to look at the first names. Put the names in alphabetical order. The first name has been listed for you.

Brown, Tracy
Brown, Kathy
Brown, Becky
Brown, Fred
Brown, Billy
Brown, Carol

Brown, Becky

Help the Coach Again!

The girl's basketball coach wants to put her players' names in alphabetical order, too. What a surprise! All the girls' last names start with the same letter. Can you help the coach put these names in alphabetical order?

Mines, Diane ______________________
Mansen, Mona ______________________
Meyer, Marianne ______________________
Myer, Sharon ______________________
Mott, Karen ______________________
Mudd, Helen ______________________
Marks, Tracy ______________________

Help the Teacher

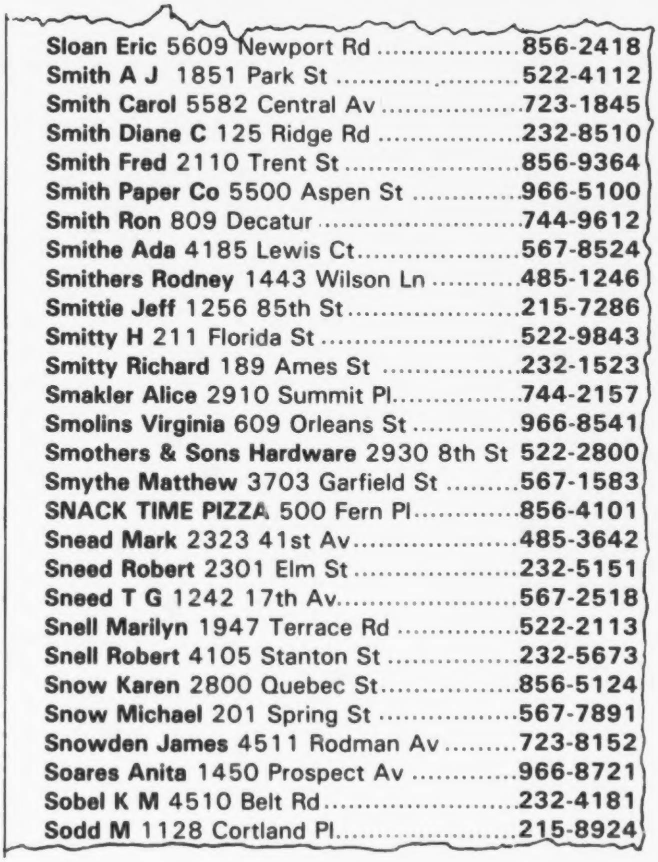
In one classroom all the students' last names begin with the same first two letters! Can you help the teacher put these names in alphabetical order?

Stone, Annette ______________________
Stinson, Samuel ______________________
Strike, Susan ______________________
Stray, Karen ______________________
Stump, Harold ______________________
Stick, Jim ______________________
Stare, Holly ______________________

What's in the Telephone Directory?

Where would you probably find these numbers? Put a check in the right column.

	White pages	Yellow pages	Blue pages	TTY/TDD directory
1. John Smith (a hearing person)				
2. Public Library				
3. Pet Store				
4. Amtrak (railroad)				
5. John Smith (a deaf person with a TDD)				
6. Hospital				
7. School for the deaf				
8. Restaurant				
9. Hearing aid dealer				
10. Greyhound Bus Lines (TDD number)				



Sloan Eric	5609 Newport Rd	856-2418
Smith A J	1851 Park St	522-4112
Smith Carol	5582 Central Av	723-1845
Smith Diane C	125 Ridge Rd	232-8510
Smith Fred	2110 Trent St	856-9364
Smith Paper Co	5500 Aspen St	966-5100
Smith Ron	809 Decatur	744-9612
Smithe Ada	4185 Lewis Ct	567-8524
Smithers Rodney	1443 Wilson Ln	485-1246
Smittie Jeff	1256 85th St	215-7286
Smitty H	211 Florida St	522-9843
Smitty Richard	189 Ames St	232-1523
Smakler Alice	2910 Summit Pl	744-2157
Smolins Virginia	609 Orleans St	966-8541
Smothers & Sons Hardware	2930 8th St	522-2800
Smythe Matthew	3703 Garfield St	567-1583
SNACK TIME PIZZA	500 Fern Pl	856-4101
Snead Mark	2323 41st Av	485-3642
Sneed Robert	2301 Elm St	232-5151
Sneed T G	1242 17th Av	567-2518
Snell Marilyn	1947 Terrace Rd	522-2113
Snell Robert	4105 Stanton St	232-5673
Snow Karen	2800 Quebec St	856-5124
Snow Michael	201 Spring St	567-7891
Snowden James	4511 Rodman Av	723-8152
Soares Anita	1450 Prospect Av	966-8721
Sobel K M	4510 Belt Rd	232-4181
Sodd M	1128 Cortland Pl	215-8924

Use this section of the white pages to answer questions on the following pages.

The White Pages

1. In the white pages, people are listed by their *last* names. Ron Smith would be listed as Smith, Ron. How would your name be listed in the directory?

(Write directory listing here)

2. Can you find Ron Smith's phone number on the opposite page? Which of these phone numbers is his?

A. 921-7843
B. 744-9612
C. 232-5151
D. 722-9882

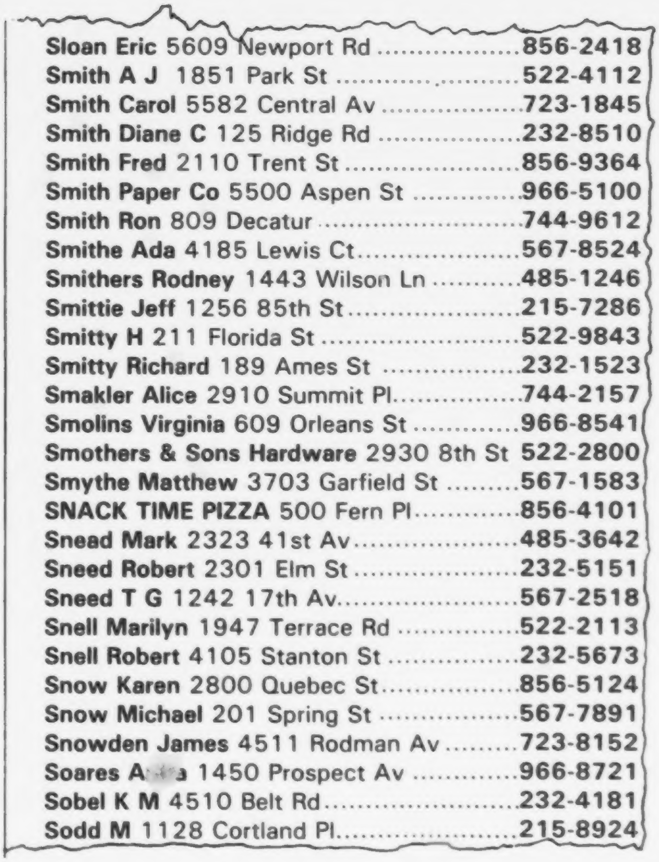
(Write phone number here)

3. You decide to call a friend. His name is Ted Sneed. You don't know the name of Ted's mother or father, but you know where Ted lives. He lives on Elm Street. Can you find Ted's phone number on the opposite page?

(Write phone number here)

4. You decide to call another friend. Her name is Carol Smith. Her father's name is Fred and her mother's name is Cynthia. Carol lives on Trent Street. Find her phone number and write it here.

(Write phone number here)



Sloan Eric 5609 Newport Rd	856-2418
Smith A J 1851 Park St	522-4112
Smith Carol 5582 Central Av	723-1845
Smith Diane C 125 Ridge Rd	232-8510
Smith Fred 2110 Trent St	856-9364
Smith Paper Co 5500 Aspen St	966-5100
Smith Ron 809 Decatur	744-9612
Smithe Ada 4185 Lewis Ct	567-8524
Smithers Rodney 1443 Wilson Ln	485-1246
Smittie Jeff 1256 85th St	215-7286
Smitty H 211 Florida St	522-9843
Smitty Richard 189 Ames St	232-1523
Smakler Alice 2910 Summit Pl	744-2157
Smolins Virginia 609 Orleans St	966-8541
Smothers & Sons Hardware 2930 8th St	522-2800
Smythe Matthew 3703 Garfield St	567-1583
SNACK TIME PIZZA 500 Fern Pl	856-4101
Snead Mark 2323 41st Av	485-3642
Sneed Robert 2301 Elm St	232-5151
Sneed T G 1242 17th Av	567-2518
Snell Marilyn 1947 Terrace Rd	522-2113
Snell Robert 4105 Stanton St	232-5673
Snow Karen 2800 Quebec St	856-5124
Snow Michael 201 Spring St	567-7891
Snowden James 4511 Rodman Av	723-8152
Soares A[illegible]a 1450 Prospect Av	966-8721
Sobel K M 4510 Belt Rd	232-4181
Sodd M 1128 Cortland Pl	215-8924

5. Sometimes people don't want to list their full first name in the directory. They just list the first letter of their first name. Ron Smith might decide to list his name as Smith, R.

Suppose you want to call Mr. Harold Smitty. You don't see his first name on the page. But he said he was listed in the phone book. You know that he lives on Florida Street. Find his phone number and write it here.

6. White pages list home phone numbers and business phone numbers. Smith Paper Co. is a listing of a business. Can you find two more listings for businesses? Write them here:

EASY REFERENCE LIST
GOVERNMENT AND OTHER PUBLIC SERVICES

EMERGENCY CALLS ONLY

Deaf Emergency (TDD)	555-1144
Fire and Rescue	911
Police	911

FIRE DEPARTMENT

Ambulance	911
Fire-Emergency	911
Non-Emergency	554-1245

HEALTH SERVICES

Health Department	427-8990
Lead Poisoning Prevention	572-8501

HOSPITALS

County Hospital Patient Information	362-2000

LIBRARIES

Memorial Library	375-8900

SCHOOLS

Appleton School	572-8211
Elm St School	544-7642
Halton School	554-4861

Use this section of the blue pages to answer questions on the next page.

The Blue Pages

If your local phone book has blue pages, answer these questions:

1. What number would you call to use your TDD to report an emergency?

____
(Write number here)

2. If you don't have a TDD, what number can you call to report an emergency? (using speaking and listening skills on the phone).

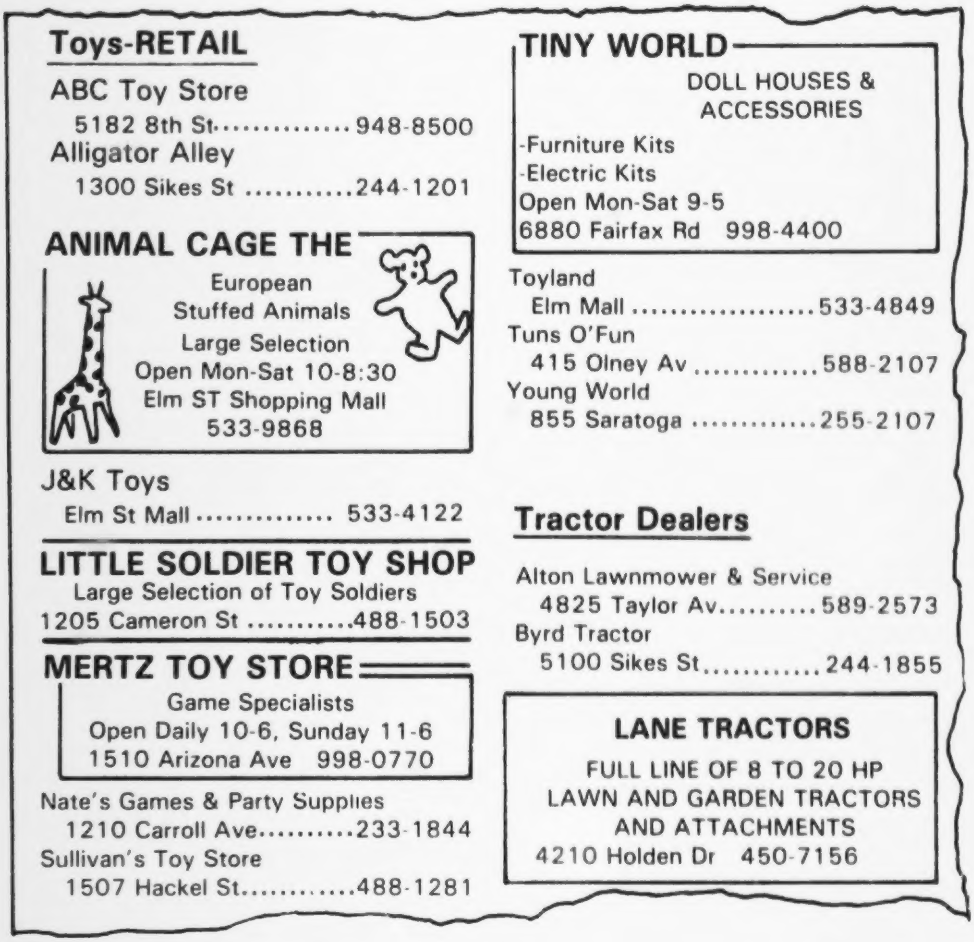
____
(Write number here)

3. Someone told you that the Health Department Speech and Hearing Clinic makes earmolds. You need a new earmold. What number will you call to set up an appointment at the Health Department?

____
(Write number here)

4. It snowed last night! The roads look terrible. What number will you call to find out if your school is open? (You go to the Elm Street School.)

____
(Write number here)



Toys-RETAIL

ABC Toy Store
5182 8th St.............948-8500
Alligator Alley
1300 Sikes St 244-1201

ANIMAL CAGE THE
European
Stuffed Animals
Large Selection
Open Mon-Sat 10-8:30
Elm ST Shopping Mall
533-9868

J&K Toys
Elm St Mall 533-4122

LITTLE SOLDIER TOY SHOP
Large Selection of Toy Soldiers
1205 Cameron St 488-1503

MERTZ TOY STORE
Game Specialists
Open Daily 10-6, Sunday 11-6
1510 Arizona Ave 998-0770

Nate's Games & Party Supplies
1210 Carroll Ave..........233-1844
Sullivan's Toy Store
1507 Hackel St...........488-1281

TINY WORLD
DOLL HOUSES &
ACCESSORIES
-Furniture Kits
-Electric Kits
Open Mon-Sat 9-5
6880 Fairfax Rd 998-4400

Toyland
Elm Mall 533-4849
Tuns O'Fun
415 Olney Av 588-2107
Young World
855 Saratoga 255-2107

Tractor Dealers

Alton Lawnmower & Service
4825 Taylor Av..........589-2573
Byrd Tractor
5100 Sikes St............244-1855

LANE TRACTORS
FULL LINE OF 8 TO 20 HP
LAWN AND GARDEN TRACTORS
AND ATTACHMENTS
4210 Holden Dr 450-7156

Use this section of the yellow pages to answer the questions on the next page.

The Yellow Pages

You need to buy a birthday present for your sister. You are thinking about buying a stuffed animal or some doll house furniture. Let's see what information you can find in the yellow pages.

1. Mertz Toy Store is located close to where you live. Can you find the address and phone number for Mertz Toy Store?

(Write address here)   (Write phone number here)

2. One store specializes in stuffed animals. Look at the ads to find which store has lots of stuffed animals. Write the name of that store and the phone number.

(name of store)   (phone number)

3. Another store specializes in doll houses. Write the name and phone number of that store.

(name of store)   (phone number)

4. Today is Sunday, you want to go shopping today. Are any of those three stores open today? Look at the ads for the three stores that you just found. Which one is open on Sundays?

(name of store)

MONTANA

RESIDENTIAL LISTINGS

Carroll, Robert 2200 Lewis St. Great Falls, 59405	406-761-2548
Franken, Donald-Alice 460 Tappon Av. Great Falls. 59405	406-452-8647
Martin, Joseph-Julia 2116 6th St. Billings, 59102	406-248-5773
Rogers, Mary 1257 Oak Ave. Great Falls, 59405	406-452-2996
Roper, Harold 7823 Falls Ave. Helena, 59601	406-442-8471
Young, Shirley 612 Larchmont, Great Falls, 59405	406-452-5173

SCHOOLS & COLLEGE LISTINGS

Montana State School f/t Deaf, 1818 10th Av.South, Great Falls, 59405	406-452-3884

VOCATIONAL REHABILITATION LISTINGS

Rehabilitation Services, 1818 Central Av. Great Falls, 59405	406-727-7740

NEBRASKA

RESIDENTIAL LISTINGS

Bates, William-Frances 457 Apple Way, Omaha, 68114	402-397-6175
Deke, Chris 5875 45th St. Lincoln, 68506	402-389-4782
Drane, Sylvia 7125 Fremont St. Lincoln, 68506	402-464-8123
Hatten, Sam-Elaine 545 State Rd. Lincoln, 68506	402-342-7891
Meyer, Magaret 562 48th St. Omaha, 68112	402-553-3468
Morris, Helen 1215 Hazel Dr. Omaha, 68132	402-866-2531
Nickel, Adam 1512 8th St. Hastings, 68901	402-442-8112
Pearl, Vincent-Martha 6841 S. Elm St. Lincoln, 68507	402-776-1532
Reed, Sharon 254 Starr Av. Omaha, 68105	402-558-7418
Sneed, Judy 154 Yosemite Av. Lincoln, 68507	402-229-7562
Temple, Susan 781 Thurber St. Lincoln, 68524	402-762-7174
Thompson, Roy-Kathy 2315 7th St. Omaha, 68107	402-571-7323
Yonkers, David-Nancy 762 Park St. Lincoln, 68506	402-675-3492

BUSINESS LISTINGS

Specialized Office f/t Deaf, Univ. Neb. Lincoln, Lincoln, 68522	402-472-2141

GOVERNMENT LISTINGS

Oak St. Library 542 Oak St. Omaha, 68107	402-445-2442
Post Office, 789 12th St. Omaha, 68114	402-445-6564

SCHOOL & COLLEGE LISTINGS

Nebraska School f/t Deaf 540 78th St. Omaha 68114	402-998-6443

VOCATIONAL REHABILITATION LISTINGS

Vocational Rehabilitation Services 5143 S.48th St. Lincoln, 68516	402-471-3231

Use this section of the TDI Directory to answer questions on the following pages.

TDD Directories

There is one large telephone directory that lists TDD numbers from the United States and other countries. It is called the TDI International Directory. TDI stands for Telecommunications for the Deaf, Inc. You may also have a small local directory that lists TDD numbers.

Here are some questions about the sample page from the TDI Directory.

1. In the TDI Directory, phone numbers are listed under the state that you live in. On this page from the directory there are listings from two states. What are the names of the two states that have phone numbers listed on this page?

2. For each state, phone numbers are divided into different kinds of listings. One category of phone listing is residential listings. That means *home* phone numbers. Write four other categories of listings that you see on this page.

3. You just got a new TDD. You want to call some friends where you used to live. Mom said it was OK. Now you have to find their numbers in the TDI Directory. You used to live in Lincoln, Nebraska. Your friends' names are Susan Hatten, Tom Yonkers, Philip Sneed, and Helen Rasmussen. Can you find any of their phone numbers in this directory? (Remember, they may be listed by their mother's or father's name.)

Phone Numbers

Susan Hatten ____________

Tom Yonkers ____________

Philip Sneed ____________

Helen Rasmussen ____________

4. You want to go to the library and to the post office today. You don't know if they are open on Saturday. Check the TDI Directory. You live in Omaha, Nebraska. If they have a phone number listed, write it down. Then, you can call and find out if they're open.

Post Office ____________

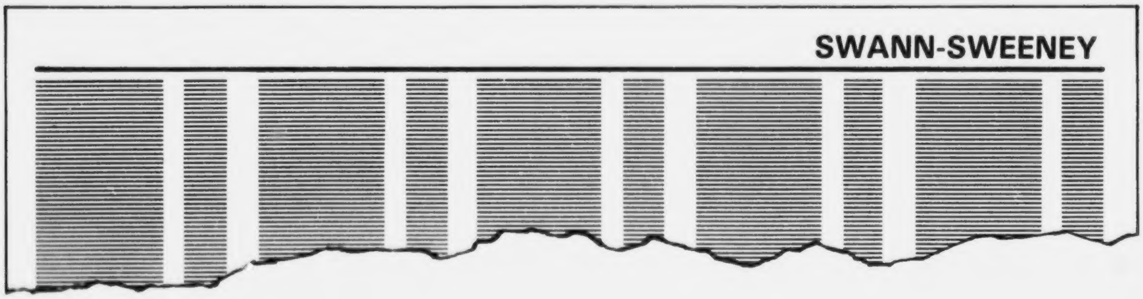
Oak Street Library ____________

5. You need to call your school. Find the TDD number. Your school is the Nebraska School for the Deaf.

Phone number ____________

Guide Words in the White Pages

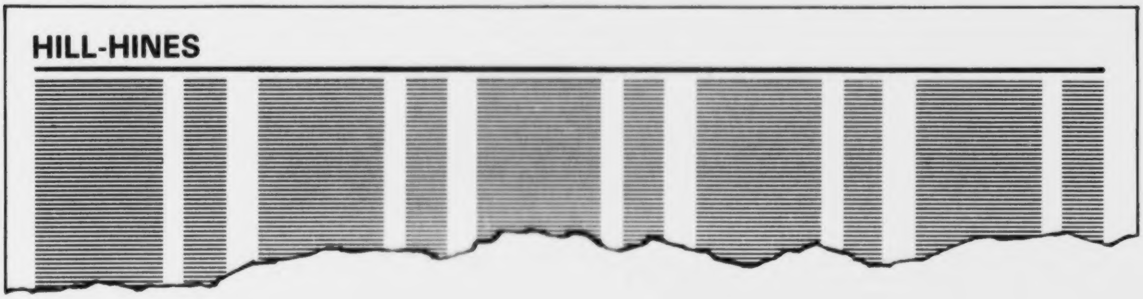
In the phone book, there are guide words at the top of each of the white pages. The guide words tell you the first and last names on that page.



Look at the guide words on this sample page. The guide words are "Swann-Sweeney." That means that the first name listed on the page is "Swann." The last name listed on the page is "Sweeney."

The name "Swat" would be *on* the page because it is between "Swann" and "Sweeney."

The name "Brown" would *not* be on the page because it comes before the name "Swann."

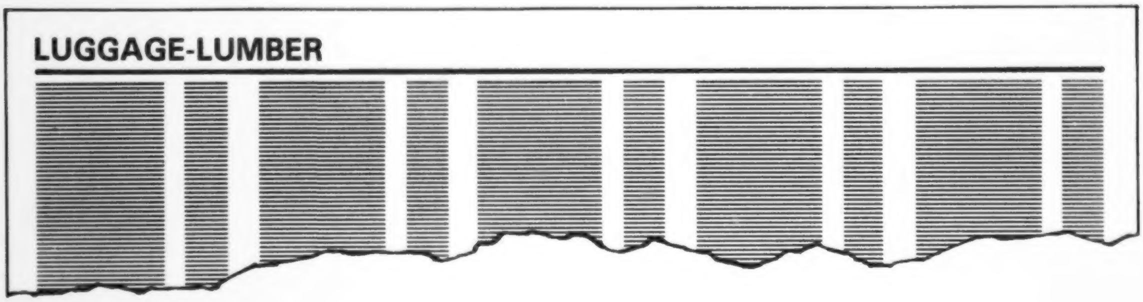


Now look at the guide words on this sample page.

1. What is the first name listed on this page? ____________
2. What is the last name listed on this page? ____________
3. Will the name Hilyer be listed on this page? ☐ Yes ☐ No

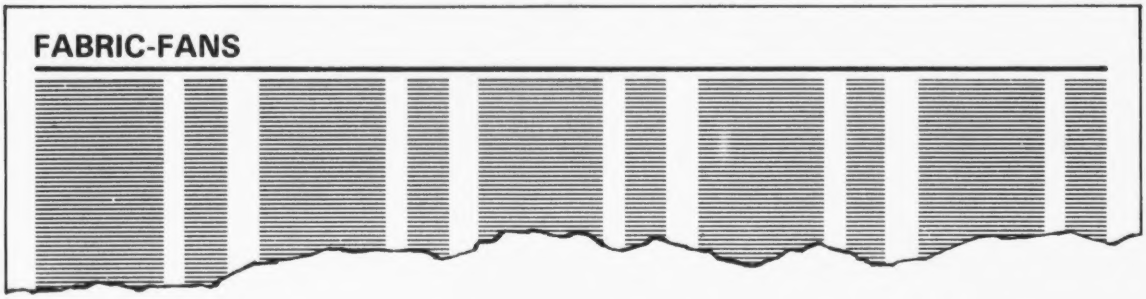
Guide Words in the Yellow Pages

In the yellow pages, the guide words tell you the first and last categories listed on each page.



Look at this sample page. The guide words are "Luggage - Lumber." That means that the first category on the page is luggage. The last category on the page is lumber.

If you were looking for "Toys" you would not look on this page because the word "toys" comes after the word "lumber."



Now look at the guide words on this sample page.

1. What is the first category of products listed on this page? ____________________

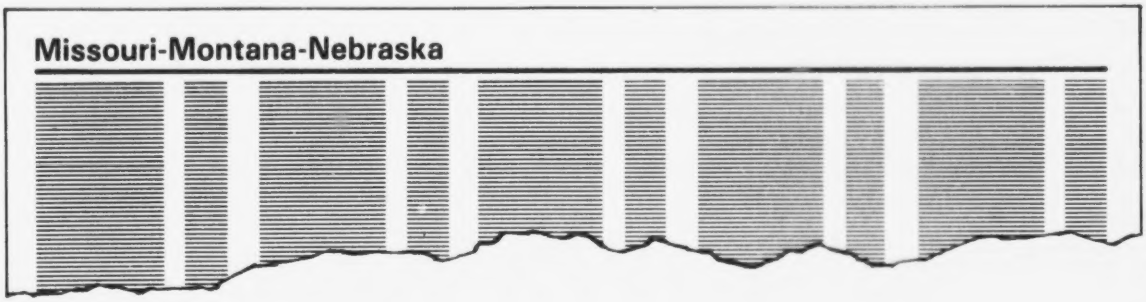
2. What is the last category listed on the page? __________

3. Will films be listed on this page? ☐ Yes ☐ No

Guide Words in the TDI Directory

In the TDI Directory, the guide words tell you which states have listings on a page. For example, if the guide words are "Illinois - Indiana," you would find telephone listings for those two states on the page. You would not look on that page for a telephone listing in the state of Idaho.

Look at the guide words on the sample page below.



1. What states have TDD listings on this page?

____

____

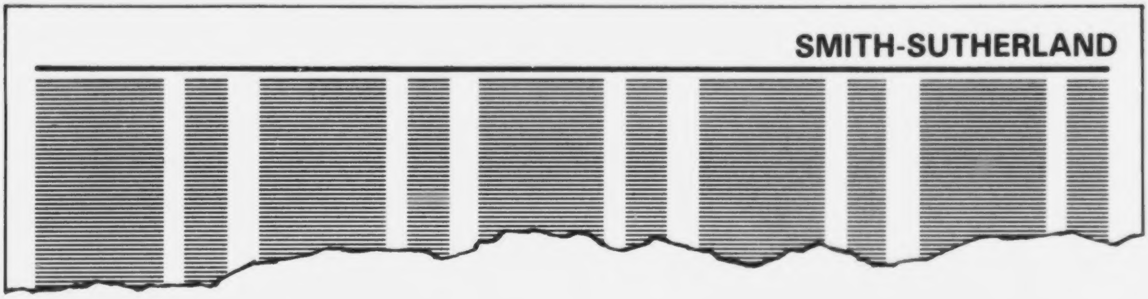
____

2. If you are looking for someone who lives in Florida, would you look on this page? ☐ Yes ☐ No

3. If you are looking for a TDD listing for someone who lives in Nebraska, would you look on this page? ☐ Yes ☐ No

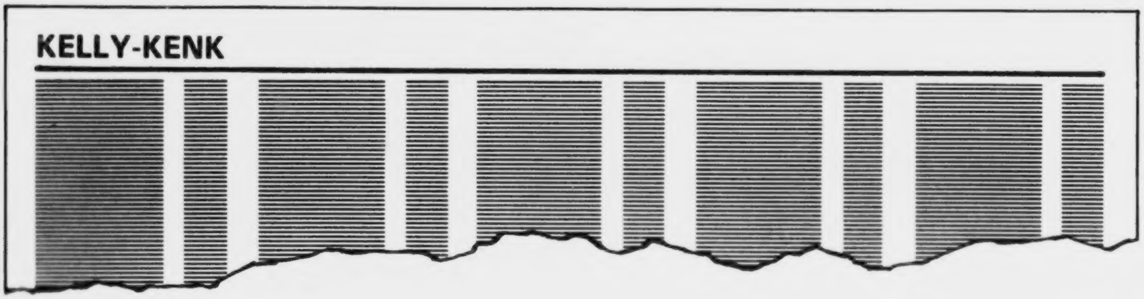
Guide Words - Summary

Look at the sample page below. The guide words are "Smith - Sutherland." Look at the names below the sample page. John Smithie's name would be listed *on* that page. Carol Kopra's name would be listed on a page *before* that page. Joey Zenlo's name would be listed *after* that page.

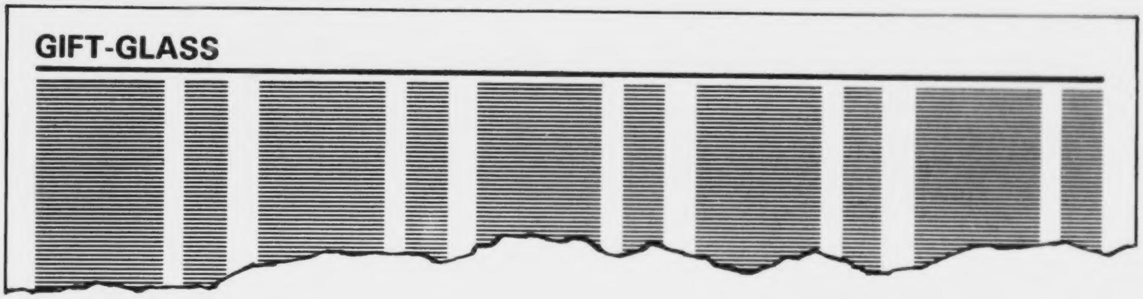


	On this page	Before this page	After this page
Smithie, John	X		
Kopra, Carol		X	
Zenlo, Joey			X

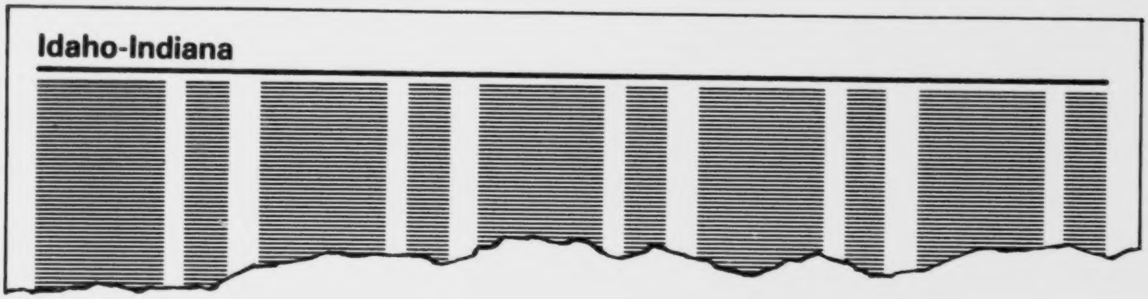
Here are more sample pages. Look at the names and listings below the pages. For each listing, decide if you will find the word *on* that page, *before* that page, or *after* that page.



	On this page	Before this page	After this page
Kelly, Sarah			
Steele, Terry			
Funn, Delia			
Kemp, Thomas			
Jefferson, Ann			
Kennedy, Mark			



	On this page	Before this page	After this page
Gift shops			
Florist			
Guitar			
Golf			
Glass-Auto			
Fabric			


Idaho-Indiana

	On this page	Before this page	After this page
New York			
Indiana			
Florida			
Idaho			
Kentucky			

Summary Activities - Telephone Directories

Activity 1:

Use the white pages and TDD directories. Try to find the phone number for every student in the class. List the names, addresses, and phone numbers here. (Save this information for Activity 5.)

Activity 2:

Phone directories usually list emergency phone numbers in the front of the book. Look in local phone books. Find these emergency phone numbers:

Fire ____________________
Police ____________________
TTY/TDD Emergency ____________________
Poison Control Center ____________________
Hospital (closest) ____________________

Activity 3:

You can use the yellow pages to find addresses of stores where you want to shop. Think of the names of three stores in your area where you might like to go shopping. Now, think of what category they might be listed under. (If you have trouble, ask your teacher to help you use the index for the yellow pages. In the index they list all the categories of products and services.) Look in the yellow pages to find addresses for those three stores.

Store	Address
____________________	____________________
____________________	____________________
____________________	____________________

Activity 4:

Government agencies and other public services are listed in the blue pages. Find these numbers in your local phone books. Do any of these offices have a TTY/TDD number?

Library ______________________
Vocational Rehabilitation ______________________
Post Office ______________________

Activity 5:

Make your own telephone directory. You can make a directory of students in your class, or just your closest friends, or maybe you want to include all the students in the school. Don't forget to list emergency phone numbers (police, fire, hospital, TDD operator) in the front. You might want to include a place to list the phone numbers of stores and other places that you call often. Don't forget to put a cover on your book so it will last a long time.

Unit
4

MANNERS FOR PHONERS
By ETTA KETT

Telephone Etiquette

Section One

1. Planning your conversation.

Questions you should ask yourself:

Rule:

2. Checking the Phone Number.

Question you should ask yourself:

Rule:

3. Allowing Time to Answer.

Question you should ask yourself:

Rule:

4. Identifying Yourself.

Question you should ask yourself:

Rule:

5. Answering the Phone.

Questions you should ask yourself:

Rule:

Section Two

1. Handling Wrong Numbers That You Call.

Sentences you can use:

Rule:

2. Handling Wrong Numbers When Someone Calls You.

Question you can use:

Rule:

3. Responding to Answering Machines.

Question you should ask yourself:

Rule:

4. Telling People to Hold.

Phrases you should use:

Rule:

5. Leaving a Message.

Questions you should ask yourself:

Rule:

Unit 5

Operator Assistance

Finding Phone Numbers

1. When I can't find a phone number, I can get help by calling the ______________________________.

2. With voice communication, I can reach the operator by dialing ______________________________.

3. With a TDD, I can reach the operator by dialing ______.

Calling the Operator to Find a Number

DIRECTIONS: Your teacher will give you names of people and names of places. You must find the phone numbers for these people and places. Then you will write the phone numbers on this page.

The phone numbers are not listed in the telephone book. You will pretend to call an operator to help you find the phone numbers. You must make a separate call to the operator for each name on your list.

Name	Phone Number	Voice or TDD	Number you dialed for the operator

Connecting Phone Calls

1. Operators can help with two kinds of problems.

   They can help ______________________________ and

   they can help ______________________________.

2. I need help to find a phone number. I will call the operator.

   With voice communication, I will dial ____________.

   With a TDD, I will dial ______________________.

3. I need help to connect a call. I will call the operator.

   With voice communication, I will dial ____________.

   With a TDD, I will dial ______________________.

Practice Situations for Calling the Operator

Situation 1 (TDD)

You tried to call a friend. You saw a light signal that you didn't understand. It isn't a ringing signal, and it isn't a busy signal. The light is flashing on and off very quickly. Call the operator to ask for help with this call.

What number should you dial to reach the operator?

What did the operator tell you?

Situation 2 (TDD)

You tried to call someone. The ringing signal stopped, and the light started to flash like someone talking. Then the light stopped. You pushed one of the keys, so the person could hear the TDD noise. But nothing happened. You checked the number in the phone book and called again. The same thing happened. First, a light signal that looks like someone talking, and then nothing. This is supposed to be a TDD number. Call the operator to ask for help.

What number should you dial to reach the operator?

What did the operator tell you?

Situation 3 (Voice)

You tried to call a friend. Someone else answered the phone and you didn't recognize her voice. You couldn't understand most of what she said. She talked very fast. You tried to ask her to repeat, but you got no answer. Maybe it was a recorded message on the phone. Call the operator to ask for help.

What number should you dial to reach the operator?

What did the operator tell you?

Situation 4 (Voice)

You tried to call a friend. You heard a sound signal that you didn't understand. It's not a ringing sound and it's not a busy signal. It's a fast beeping sound, on and off, on and off. Call the operator to ask for help.

What number should you dial to reach the operator?

What did the operator tell you?